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| **Detailed Description** |
| Call: EACEA/34/2019 |
| Social inclusion and common values: the contribution in the field of education and training |
| Deadline: 25th February 2020 at 17.00 – noon, Brussels time |

Erasmus+

# Detailed Description of the Project

# PART 1.  Call objectives

Please identify, in the box below, which general objective and which specific objective this application addresses.

The call comprises two lots: Lot 1 for general education and training and Lot 2 for adult education. The lot is exclusive so you can only choose **one**!

Each application must address **one** general objective and **one** of the specific objectives, which are listed separately. Both the general and specific objectives of the call are **exhaustive**; proposals that do not address them might therefore be rejected.

If you esteem, that the project also addresses the other general objective and/or another specific objective you should **not tick further boxes** in the list, but explain clearly why and how your project addresses them under the **relevance criterion** of the award criteria (cf. Section 3 Award Criteria of the Detailed Description of the Project).

☒ **Lot 1 - General education and training**

**General Objectives of the Call (only one)**

☒ Disseminating and/or scaling up good practices on inclusive education and/or on promoting common values, initiated in particular at local level. In the context of the present call, scaling up means replicating good practice on a wider scale/transferring it to a different context or implementing it at a higher/systemic level.

☐ Developing and implementing innovative methods and practices to foster inclusive education and promote common values.

**Specific Objectives of the Call (only one)**

☐ Enhancing the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights.

☒ Promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting educational staff in addressing diversity, and reinforcing diversity among education staff.

☐ Enhancing critical thinking and media literacy among learners, parents and educational staff.

☐ Supporting the inclusion of newly arrived migrants in good quality education, including by assessing knowledge and validating prior learning.

☐ Fostering digital skills and competences of digitally excluded groups (including older people, migrants and young people from disadvantaged backgrounds) though partnerships between schools, business and the non-formal sector, including public libraries.

Specific theme (only if specifically addressed by your proposal):

☒ Activities involving role models (see 3.1.5)

☐ **Lot 2 - Adult education**

**General objectives of the Call (only one)**

Proposals should address one of the following three general objectives:

☐ Within participating countries, help to establish new national or regional networks of adult education providers, and facilitate their involvement in European cooperation[1].

☐ Within participating countries, provide capacity-building support to existing national or regional networks of adult education providers, and improve their cooperation at European level.

☐ Strengthen existing transnational networks of adult education providers by means of mutual learning, peer counselling, and capacity building.

**Specific objectives of the Call (only one)**

☐ Specific themes in adult learning (e.g. digital skills, literacy and numeracy, citizenship, career management skills, health literacy, personal finance, migrant integration, intergenerational learning, social inclusion …).

☐ Specific innovative pedagogical approaches in adult education (e.g. blended learning, personalised learning approaches, educational technologies…).

☐ Specific adult education learner groups (e.g. adult education for seniors or for people in isolated rural areas, inactive people, prisoners…).

☐ Specific organisational management themes (financial sustainability, building up local or regional networks, internationalisation, strategic, professional development of staff, communication and social media engagement, etc.).

☐ Specific models of Adult Education (e.g. folk high schools, 'second chance').

☐ Adult education generally.

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[1] Wherever possible, in each country, links should be established with the National Coordinator for adult learning and the national representative on the ET2020 Working Group on adult learning

# PART 2. Presentation, role and operational capacity of partners

Please describe each partner organisation in the section below:

## This part must be completed separately for <u>each</u> partner in the project (coordinator and all partners).

## Partner number - **P 1**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| **Organisation name** | University of South Eastern-Norway (USN) |
|---|---|

### 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

University of South-Eastern Norway (USN) was established on the 1st of January 2016 by the merger of Buskerud and Vestfold University College and Telemark University College. The new institution has approximately 18 000 students and 1500 staff members, based on 8 different campuses, throughout South-Eastern Norway. The new institution is the fifth largest Higher Education Institutions in Norway. It offers a broad range of programmes at all levels with 65 bachelor programmes, 44 master programmes and 8 PhD programmes. The programmes are offered in areas as Teacher Education, Social Education Studies, Nursing, Engineering, Business Studies, IT, Environmental Science, Sports, Humanities, Languages and more.

USN is one of the largest providers of teacher education in Norway. The university provides teacher training at four separate campuses, as well as to a substantial number of online students. The Social Education studies at USN is offered at bachelor and master level. The department has been active in international cooperation projects and has a broad network of partners.

USN has stated that an important focus area of the new university will be the professional degrees (youth and social work, teaching, pre-school teacher and more).
Norway has, compared to other European countries, a population with a quite high socio-economic level. However, USN is located in an area that has a low socio-economic level in the population, compared to the rest of the nation. There is a higher rate of unemployment, NEET (Young people *Not in Education Employment or Training*), youth on welfare and poverty than on the average for the country as a whole. Our regional partner works with young people in this category and this project is one element in a drive from local actors to reduce *early school leavers* (ESL) and NEET and empower more people to finish education and find relevant and productive work. Most of the students come from this area and live in the local community. In this sense, USN plays a vital part in the region in providing qualified candidates to municipal schools, strengthening the educational level in the region and conducting research to combat problems related to NEET/ESL as well as working with the regional partner in their work with young people at risk.

USN also wants to play an important role in the development of the region and its local communities through providing high-quality education, research and cooperation with regional businesses and public sector. Thus, the university is well in accordance with the intentions emphasized in the documents behind the major educational reform now being implemented in Norway (from 2020 and onwards), "Fagfornyelsen". A strategy on internationalization has been developed and was adopted by USN's board in June 2016. Cooperation with regional businesses and the public sector is also one of the five points in the internationalization

strategy. International cooperation is increasingly important in education and research at USN and a key aim is to provide all students with opportunities for mobility during their studies.

This application involves staff from two different subject areas, Pedagogics/Teacher Training and Social Education Studies. It will draw on the different experiences and academic traditions of the respective disciplines to arrive at an innovative way of training students, creating a better way to reintroduce ESL/NEET's to education, as well as providing schools, government offices and other employers with candidates that have the right training to tackle these problems. Through working interdisciplinary we ensure that the context of the young people is considered, as well as their education. Through having different disciplinary lenses we create new understanding of how to work at ensuring education and work for disadvantaged learners.

The research group "Childhood and Education" is the base for this project, and has about 25 members from different disciplines; health, social work, migration and teacher education. The focus is on children and young people from birth until they enter work. The research group works closely with partners in the local community in developing studies and disseminating results. USN students are also part of this, being co-researchers and discussing their research with the local authorities. One research project, Youth, Completion and Dropout in Telemark, that is central in the group is a longitudinal study looking at dropout and completion in upper secondary school. Another research project is a quantitative survey done every third year nationally, being one of the institutions having responsibility for three counties and the survey in al the lower and upper secondary schools.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

The University of South-Eastern Norway will be the coordinator for the project. Professor Mette Bunting, coordinator for USN, will also be project coordinator for COSI.ed. USN applied for and received seed funding from the Norwegian Agency for Quality in education (Diku)for a preliminary partner meeting in Warsaw in late November 2019, agreeing on the aims, targets and the upscaling of the MaCE project. USN will also have the main responsibility for the budget control of the project. To best manage both the coordinating of the project as well as the finances, regular meetings will take place with the partners. As will be seen from WP1, the partners will have a project meeting about once every six months, coordinating, controlling and planning all the major activities and the budget. USN will also call in for about another 6 online meetings with the national contact person in each country.

USN has established an interdisciplinary project group from two different subject areas; Pedagogics/Teacher Training and Social Education Studies. It will draw on the different experiences and academic traditions of the respective disciplines to arrive at an innovative way of training disadvantage students.

USN has special expertise in collaborative research and co-creation of knowledge and educational development. The Department of Health, Social and Welfare Studies have substantial experience in collaboration with people with lived experiences and service users. The department have hired people with lived experiences as a part of their work for social inclusion and social justice for a decade. User involvement in research and service development is part of the curriculum at bachelor, masters and PHD level. The department have National and International expertise in co-creational project development and research. This expertise will be used to develop the collaborative design of this project which involve Collaborative Competence Groups (CCG) that will include collaboration between young people, teachers, and policy makers.

USN was the initiating and leading partner of MACE, USN will, together with VIA take responsibility for the first training of the partners in WP 2 and the beginning of WP3 on the Indirect approach, Eguality Literacy and Co-created education. USNs experience with the Indirect approach and Cocreated education goes beyond MACE, which was based on the longitudinal project called "Youth, completion and dropout in Telemark", working during the last seven years with the 'indirect approach' methodology (Moshuus & Eide, 2016), and co-

created education. This experiences of using the indirect approach as a way to allow the young people to be heard, and their experiences of having students as co-researchers- while cooperation with regional and local partners.

Additionally, while USN mainly has campus students, the university also has many years' experience with online teaching, with a lot of pedagogical and technical support for the teaching staff. This competence will be incorporated into the project. Experiences from synchronous communication and teaching online as well as software will also be valuable contributions from USN. Through this the partners will have the opportunity to teach and communicate online with nay of the people involved in the project, making it possible to "meet" as much as they would have done if they lived in the same area. Experience in these communication technologies and subsequent sharing and training by USN will ensure problem free communication throughout the project and between physical visits. USN will also take support UiB with the web page and cooperate with the partners when it comes to dissemination on social media.

## 2.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Project coordinator, Professor Mette Bunting | Bunting is a Professor in Educational Science and has close to 20 years of experience with project management, both in academia and from municipalities. She started and is leading the interdisciplinary research group "Childhood and Education", is the current coordinator for the KAII Erasmus+ project Marginalisation and Co-created Education (MaCE), now in its final and third year. She also led for three years a project looking at literacy and upper secondary schools, both vocational and general program. She also led with Geir Moshuus a longitudinal research project from 20013-2019. Nationally Bunting was used as an editor in the government's online resources on inclusive education, building on a book she was the sole editor for on the same theme. From her time as a teacher and leader in the local municipality, she was among others a project leader for a four year project about students learning to learn, involving all the schools in the Skien municipality in Skien, then 27 schools from Primary to lower Secondary level. The main aim of the project was inclusive education. Bunting was also in charge of projects with focus on democratic processes- children and young people parliament, starting implementing this as a yearly political activity with all the schools represented acting in a parliamentlike way in cooperation with the local politicians, and is still running. She has also led projects involving developing and implementing mentoring programmes for newly qualified teacher in the municipality, developing reading strategies in primary and lower secondary schools, developing good structures between primary, lower- and secondary schools about methodology and literacy as well as interdisciplinary approaches to literacy in lower secondary school. As a researcher Bunting has published articles about early school leaving, assessment, literacy, strategies for learning as well as inclusive education. |
| Professor, Finn R. Hjardemaal | Finn R. Hjardemaal has a PhD in Educational sciences. He works as a Professor at USN coordinating their Master programme in Education, and is also lecturing and supervising students on two of the PhD programmes. Main interests and fields of research are qualitative and quantitative research methodology, philosophy of science, teacher education and didactics/curriculum research. He is now planning and conducting research on "Fagfornyelsen", a major revision of the Norwegian curriculum for primary, secondary and upper secondary education. This includes also cooperation and teamwork with the different parts involved in the implementation of the reform in the Telemark region. |
| Associate Professor, Vibeke Krane | Vibeke Krane is a clinical social worker and has a PhD in psychology. She works as an Associate Professor and a leader of the team for Mental Health and Substance Abuse in the Department of Health, Social and Welfare Studies at Faculty of Health and Social Sciences at the University of South-Eastern Norway. She is teaching at bachelor, masters and PhD level. Her subjects are: early school leaving, teacher- student relationships, students' mental health, children and youths living conditions, collaborative methods and co-creation. As a researcher she has been studying teacher-student relationships, students' mental health, dropout from upper secondary school, youth friendly mental health services, PhD students' mental health, families of problem gamblers, children's living conditions and co-creational processes in service development and research. She is engaged in exploring and developing collaborative research strategies with youth. Dr. Krane has also worked for over twenty years as a therapist in mental health and child welfare services. |
| Associate Professor, Inger Kjersti Lindvig | Health, Social and Welfare Studies at the Faculty of Health and Social Sciences, University of South-Eastern Norway (USN). She is also educated as a teacher, special needs teacher, deaconess and social scientist. Lindvig has wide, interdisciplinary and interprofessional knowledge concerning educational subjects as well as knowledge about international, global and multicultural issues related to health and social studies education. She has experience from teaching, development-work and |

social innovation project in the educational and social studies sector internationally, among others the Democratic Republic of Congo, Burundi, Rwanda, Kenya, Zimbabwe, Malawi, Tanzania, Botswana, South-Africa, Bangladesh, Ecuador, Ukraine, and the Western Balkans. She has recently participate in the Erasmus+ project: "Common Good first. Digital Storytelling for Social innovation" (CGF), Sub-Program: Cooperation for innovation and the exchange of good practices (2016-2019). Whilst working with refugees as part of the Erasmus+ project proportion, she led the process of making a digital storytelling pilot in Norway, March 2018. This focused on the refugee's experiences as part of the integration process managed by the local municipality See report here: https://www.dropbox.com/s/ifrim81b1frkrb6/USN%20final%20Pilot%20Report%202018.docx?dl=0 and blog post, including video about the workshop, here: https://project.commongoodfirst.com/digital-storytellingpilot-porsgrunn-norway/ . Such was the impact of the workshop that it prompted a number of potential collaborations between CGF partners in this space, as well as an academic paper on digital storytelling and the migrant experience, based on the stories told during this Norwegian story circle.

Lindvigs research and curriculum development interests are minority perspectives on young migrant pupils end their experience on education, Quality of School Life, inclusion and the schooled society. She also has research focus on social work and multicultural perspectives related to Families' experience, views, and reflections on the Norwegian social services and welfare provision. Over the last three years, she has worked with Digital storytelling in community work, social innovation projects, research work (audio-visual ethnographies research methods and co-creation) and research dissemination.

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last <u>three years</u> and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| Strategic Partnership | 2017-1-NO1-KA203-034149 | Marginalisation and Co-Created Education (MaCE) | Of in all 55 MA and BA students all but one has completed. The Equality Literacy model has been created, being disseminated to several institutions both regional and national, as well on international research conferences. The project has also developed a journal for students to publish their research in (Youth voices), a handbook and an online course for students being co-researchers, all which is available online on www.usn.no/mace. The qualitative results from the students participating show that they have learned a lot about themselves, their education and are more ready for working life. They are also encouraged to take a higher degree, having become familiar with the study. One student has also already started her PHD-program. |
| H2020 | 727069 (2017) | ISOTIS (Inclusive Education and Social Support to tackle Inequalities in Society) | ISOTIS worked to contribute to effective policy and practice development at different system levels in order to effectively combat early arising and persisting educational inequalities. ISOTIS will do so by generating evidence-based, contextualized and concrete recommendations and tools. ISOTIS' approach was the interrelated influences on children's development, by focusing on the multiple environments in which children are embedded. The project developed collaborative online tools and apps for parents, classrooms and professionals involved in the lives of culturally and linguistically diverse families. This collaborative work was done in order to support European practice and policy to meet the challenges and advantages of an increasingly diverse, inclusive European society. |
| CBHE | 400574065 (2016-2019) | **Common Good First – digital storytelling for Social Innovation** | In order to support and grow the emerging South African innovation sector, the Erasmus+ project Common Good First- has succeeded to establish a |

|  |  |  | digital network to identify, showcase and connect community-driven social impact projects to other – and to universities around the world for research, learning and teaching and student engagement. The project-team has also supported community changemakers to develop e-skills and digital storytelling around the world – and established the platform so far with 116 profiles of community projects (both in South Africa and Europe) and almost 50 digital stories to attract potential funders, mentors and supporters for the projects whose stories it shares. For more information see https://commongoodfirst.com/ |
|  |  |  | The impact and sustainability regard to individual level, institutional and higher educational level and society as a whole is totally accomplished. The impact at individual level and extent of attention given to vulnerable groups is rated to a very high extent. The project has involved 60 academic staff, 50 administrative staff and more than 200 students from HEIs has got at direct beneficiaries in the Partner countries per year. Furthermore, 449 non HE individuals has got a direct beneficiaries in the Partner countries per year. Equipment like books, articles and pedagogic material, audio-visual equipment, computers, software and lab material has been developed. |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[2] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1 | Vestfold and Telemark Welfare office (NAV) | Regional, state supported |  | Norway | Dissemination and impact |
| 2 | Skien kommune | Municipality | Skien | Norway | Dissemination and impact |
| 3 | Porsgrunn kommune | Municipality | Porsgrunn | Norway | Dissemination and impact |
| 4 | University of Cumbria | Higher Education | Lancaster | UK | Training, dissemination and impact |
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[2] Please refer to the list of type of institutions at the end of this document.

# Partner number - **P 2**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| **Organisation name** | Vestfold and Telemark Fylkeskommune |
|---|---|

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

Vestfold and Telemark was merged into one county on January 1st 2020. It has 425 000 inhabitants and 23 municipalities, and is the 6th largest region of Norway. There are 219 primary schools in Vestfold and Telemark County (VTC). Almost all young people who graduate from primary school will attend upper secondary school. Vestfold and Telemark County owns and runs 21 upper secondary schools. There are also 7 privately owned upper secondary schools in the county. Approximately 15 000 students attend these 28 schools.

Vestfold and Telemark have a high unemployment rate in a Norwegian context. Unemployment is particularly prevalent among young people and immigrants. The region has the highest population of child poverty in Norway, many of these families are immigrants. In Vestfold and Telemark 9% of the population between 16-25 are NEET ( not in education, employment or training). Almost all of these young people have dropped out of upper secondary school. This raises the question of how to target these young people and create a positive learning environment for them while they are still in upper secondary school. This is a complex challenge that requires collaboration between sectors and interdisciplinary competence. Exclusion is multifaceted and requires complex approaches to reach out to the target groups. Activities and approaches in the civil society can offer innovative opportunities bringing them back to work or school.

Good educational programs are crucial for children and youth from Vestfold and Telemark to make sure that they will qualify for a positive life as adults and are included in society and work life. The goal for upper secondary education is for students to complete with a competence that is a necessary base for further studies or work. Approximately 50% of the students attend vocational programs and 50% attend general studies. The current completion rate (five years after attending upper secondary school) for students is 78-79 % in the county. The completion rate varies a lot between the vocational and general studies programs.  The completion in vocational programs is between 65%-69% whereas it is 85% in the general studies.

VTC has a paramount role in facilitating for education that fits the regional business and industry.  The local industries are in a period of change, innovation and growth. This development requires changes and transformation in both curriculum and approaches in upper secondary school. Developing a sustainable educational system requires a close collaboration and interaction between the county, the industry, civil society and USN.

VTC's priorities:
- Early intervention for children and young people at risk
- Improve the transitions between kindergarten, primary school, secondary school, upper secondary school and working life
- All capable students should complete upper secondary school. Increasing the completion rate in vocational programs is a priority
- Improve the learning outcomes for all students in upper secondary schools

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

VTC will contribute in the project with local educational competence and experience in counseling and helping youth at risk to complete upper secondary school. Teachers, social workers and skilled workers will contribute in the project as role models for the students and as guidance into working life. The County will offer teachers, social workers and skilled workers to pilot and upscale the MACE model in to COSI.ed with students in vocational programs.

VTC's project participation will be run by the Educational and Psychological Counselling Service (PPT). PPT is a public service agency that provides advice and guidance to municipalities and schools on the establishment of measures and initiatives for children and youth with special needs. The service also offers special competence in facilitating for students with special needs. PPT focuses especially in facilitation and development on a system level.  The County's PPT service works in close collaboration with the County's Department of Public Health and other departments.

VTC will recruit teachers, social workers and skilled workers in upper secondary schools. They will organize a local project group with leaders, social workers and teachers (WP3). In WP3 the County will contribute in the training, piloting and upscaling of the MACE model at Kragerø Upper secondary school. Training workshops will be arranged. VTC will also contribute in WP6 by participation as the policy-level in the Collaborative Competence Group (CCG). The project will report to the Manager of the department for Public Health and Education in Vestfold and Telemark County. VTC will inform other counties in Norway through the National County network and in this way contribute to policy –impact nationwide. Politicians in the County will also be informed about results of the project and they can use their network to influence the national policy level.

Vestfold and Telemark County has collaborated closely with USN in other projects and have positive experiences in piloting, evaluating, adjusting and implementation of methods. A recent example is the project on basic skills.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Rune Eriksen<br>PPT counsellor and project leader | Rune Eriksen is a PPT counselor and work with challenges related to school completion with schools, students, teachers and parents at a daily bases.He works with the challenges related to learning diffuclties, motivation, relations etc. Rune Eriksen is the project leader and is the county's contact person in the project group and will connect the participants, attend the training, arrange meetings etc. |
| Hans Tore Sanden<br>PPT counsellor and project worker | Hans Tore Sanden is a PPT counselor and counselor and work with challenges related to school completion with schools, students, teachers and parents at a daily bases. He works with the challenges related to learning difficulties, motivation, relations etc.<br>Hans Tore Sanden is the project worker and will be the schools contact person and the one closest to the teachers in the project |
| Hilde Rønning Claussen<br>Head teacher at Kragerø upper secondary school | Hilde Rønning Claussen is the head teacher and will be the leader of the project in her organization. She will participate in the superior decision making. The head teacher is responsible for the organizations work and to contribute to development as a part of a larger picture. The head teacher will strengthen and lead the professional collegium so the employees can help and support each other. The head teacher collaborates with other colleagues, schools, school owner and other external actors. |
| Heidi Staurheim<br>Head of County's Educational and Psychological Counselling Service department (PPT) | Heidi Staurheim is the County's leader in the project and representative of the owner. Larger decisions must be discussed with the project owner.  Heidi Staurheim have been participating in the development of the application and the project. Heidi Staurheim is head of department of PPT. She works closely with the manager of the Department of Public Health and Education and other head of |

| | department to follow- up the implementation and running of the county's strategic plans, decisions and goals for schools. |
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## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last three years and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| **Norwegian Research Council** | **283966 (2019-2023)** | Grunnleggende ferdigheter og gjennomføring av videregående opplæring (Basic skills and completion of upper secondary school) | **Through "Mixed Method" - examine how the development of pupils' basic skills influence their ability to complete upper secondary education in Telemark** |
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## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[3] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1. | Department of public health (VTF-county) | Public | Skien | Norway | Dissemination, impact and feedback |
| 2. | The welfare office | Public | Skien/Tønsberg | Norway | Dissemination and impact |
| 3. | National network of other counties' educational offices | Public | All counties | Norway | Dissemination and inpact |
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[3] Please refer to the list of type of institutions at the end of this document.

# Partner number **- P 3**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| Organisation name | VIA University College |
|---|---|

## 2.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

As Denmark's largest university of applied sciences, VIA University College (www.via.dk) develops and offers a variety of accredited programmes within business and social studies. All academic programmes prioritise a strong focus on e-learning, interprofessional skills and competences. With more than 18,000 students, of which 2,500 are international, and 2,100 faculty employees we offer programmes within four professional main fields, organized in four schools or faculties: VIA Education and Social Studies, VIA Health, VIA Business and VIA Continuing Education

VIA develops educational programmes in close cooperation with employers – companies, municipalities, regional, national and international institutions. VIA's strength is combining state-of-the-art research and learning environments with their understanding of practice-related challenges and opportunities.

VIA has eight campuses in the Central Denmark Region and is headquartered in Aarhus. VIA offers 42 professional bachelor's degree programmes, of which about half are in English. VIA has a wide range of exchange students and programmes, Double-Degree Programmes, International Summer Schools, and arrange conferences and seminars for students, professionals, researchers, partners and the public. 20 research centres at VIA University College underpin VIA's role as a research-based university college.

VIA Faculty of Education & Social Studies offer bachelor's degree programmes in education, administration and social studies. The programmes are closely linked to professional practice and build on research and development. The methods and values underlying Danish pedagogy and education have been developed over more than a century within the framework of the Danish welfare state and culture and VIA is Denmark's largest educator of teachers and social educators. In VIA Faculty of Education & Social Studies the number of students is 8,000 and 550 full-time employees. VIA's candidates work in primary and secondary schools, nurseries, day care centres, pre-schools, afterschool clubs, Youth services and 24-hour service institutions. VIA prepare students to work in welfare professions and with the weakest groups in society.

In VIA there are Replied Research Programmes in 7 research areas in cooperation with public and private partners in Denmark and internationally: Health and welfare technology, pedagogy and education, management, organisation and social sciences, Built environment, energy, water and climate, Creative industries and professions, Innovation and entrepreneurship, Quality of education, profession policy and practice.
The Research Centre for Pedagogy and Education contributes to the development of knowledge about social education, citizenship, didactics, culture, social works and counselling. The Research Centre VIA Culture and Pedagogy generate knowledge about social and pedagogical processes in the meetings between children, youth and professionals. The centre's research areas include wellbeing of children, lifelong learning, outdoor pedagogy, profession and education, culture and pedagogy, didactic methods in professional practice.
The Research is initiated under different funding programmes and is often interdisciplinary and cross-sectorial. There are more than 120 employees at the faculty, of which approx. 35 have a PhD Degree and 30 are PhD students, carry out research and development.

Analyses and knowledge from VIA Culture and Pedagogy are shared with VIAs educational programmes, continuing education programmes, professional practice as well as domestic and international research communities. This sharing and communication are carried out by teaching, publication in professional journals and peer reviewed research journals, and through participation in professional and research conferences and networks.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

The team from VIA, Denmark, brings expertise and experience from the MaCE project into COSI.ed. The team has an experience in collaborative projects, at both national and international level.

In COSI.ed, VIA, specifically will be engaged as leader of Work Package 2: "Transferring the MaCE Model". Work package 2 is the preparation, the rest of the project will evolve from. This includes introduction to and training all the partners in the original MACE model and co-creation in transferring this to a preliminary COSI.ed model. Also facilitating the process with adaption of the COSI.ed model to the regional contexts.

VIA will initiate and facilitate the first seminar about methodology and co-creation based on experiences from MaCE. The first seminar will introduce the concept of co-creating and train the partners in the Methodology of Indirect Approach, "Youth Voices" in a workshop.

The training will consist of theoretical knowledge, but most of all training how to talk to disadvantaged young people in order to enable them to tell their story in their own words without being judged or forced. The partners will be trained in getting the answers without asking questions. They will interview each other in this way, and then meet young people that will give them feedback on the process. Co-created learning will be the theoretical understanding to blend his into the EQL-model.

Alongside USN, the Danish team will contribute to the further process in developing the basis of a Equality Literacy Model and the Co-creating from this. The Danish group will also contribute to the creation of supporting policy-recommendations for the inclusion of disadvantaged youth at all levels (local, regional, national, European).

## 2.3 Operational capacity: Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Sidse Hølvig Mikkelsen | Sidse Hølvig Mikkelsen is a Senior Lecturer at the BA-programme of Education at the VIA Faculty of Education & Social Studies. Ms Mikkelsen holds a Master's Degree in Educational Sociology and a Bachelor Degree of education. Her professional and research interests are Youth Culture, Teachers professionalism, Danish School System, inclusive teaching and learning processes, outdoor didactics, Special needs education, children at risk. Presently Ms Mikkelsen is engaged in an international project RoDaWell: a collaboration between VIA University College and University of Bucharest focusing on developing a Center for Children's wellbeing in Romania, an educational support and methodological center, which main mission is to increase inclusion, learning outcomes, well-being and educational readiness in order to prevent exclusion and early school leavers. Ms Mikkelsen is parsrticipating in the Erasmus+ Project: Marginalisation and Co-created Education, Collaboration UK, NO, DK 2017-2021. Ms Mikkelsen will bring in her expertise on inclusive teaching and learning, and she will be responsible for recruiting the participating VIA students from the Teachers Education at the BA-programme of Education. She will also take the lead in arranging the Conference for Practioners (G. E4) held in Denmark, and she will bring in her expertise from the MaCE-project. |
| Thomas Harpøth Thorning | Thomas Harpøth Thorning is a senior Lecturer and has been teaching various courses at the BA-programme for Social Educators at the VIA Faculty of Education & Social Studies for 20 years. Mr Thorning is now employed in the office of practice and internship at the VIA Teacher department, Skive. He has experience from a wide range of teaching activities, courses and programs at the BA level and at post-BA Diploma Courses. Thorning specializes in teaching BA level in Multilingual Culture and Danish as a second language and has conducted research in the area of multilingual language |

| | |
|---|---|
| | in the Danish School System. He has also published articles in Danish Journals and joint book releases.<br>Mr Thorning will be responsible for the Cooperation Agreements with associated Partner Institutions, recruiting participating students from the BA programme for Social Educators, and the development of a 10 ECTS specialization Module in addition to the curriculum of the BA-programme. |
| David Thore Gravesen | PhD, lecturer. PhD in Educational Sociology, University of Copenhagen. MA in Educational Sociology, Aarhus University. BA in Social Education, VIA University College.<br><br>Mr Gravesen has a large portfolio of Research Grants:<br>*'Pædagogen som trivselsaktør i udskolingen'*. Funded by BUPL.<br>*'Marginalisation and Co-created Education'*. Funded by Erasmus+ (Researcher and National Coordinator).<br>Reviewer, research journals: *Nordic Journal of Comparative and International Education* (NJCIE).<br>Editor of *The Journal of Youth Voices in Education. Methods, Theory, Practice* http://ojs.cumbria.ac.uk/index.php/Youth/index<br>Editor. Various anthologies and books on pedagogy. Hans Reitzels Forlag<br>*'Pædagogers professionelle karrierer'.* Funded by BUPL. (Researcher).<br>Mr Gravesen have had several Scientific focus Areas: Educational sociology, shadow education, youth culture, urban sociology, leisure time pedagogy, social reproduction, social educator's role in the Danish school system, social educator's professional identity, qualitative research methodology.<br>Mr Gravesen has been awarded in *Discourse. Journal of Childhood and Adolescence Research*. For the research article: Olesen, P.F. & Gravesen, D.T. (2015) 'Conflicting cultures–a street-ethnographic take on urban youth, unstructured socialization and territoriality'.<br>Mr Gravesen has Manager Experience from several projects and a large number of International Relations, and he will bring in his expertise from the MaCE-projekt. |

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last three years and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| Strategic Partnership | 2017-1-NO1-KA203-034149 | Marginalisation and Co-Created Education - MaCE-Project | Of in all 55 MA and BA students all but one has completed. The Equality Literacy model has been created, being disseminated to several institutions both regional and national, as well on international research conferences. The project has also developed a journal for students to publish their research in (Youth voices), a handbook and an online course for students being co-researchers, all which is available online on www.usn.no/mace. The qualitative results from the students participating show that they have learned a lot about themselves, their education and are more ready for working life. They are also encouraged to take a higher degree, having become familiar with the study. One student has also already started her PHD-program. |
| Erasmus+ | 2018-1-RO01-KA201-049235 | Jobland | Teaching skills and resources for improving career learning at school. |
| Erasmus+ | 2015-1-CZ01-KA204-48094 | Crucial Impacts on Career Choices (CICC) | Research across the countries England, Denmark, Czech republic, Spain and Greek in factors of young Peoples carrier-choices. |
| Erasmus+ | 2017-1-NO01-KA201-034124 | PECK - Læring gjennom pedagogisk entreprenørskab | Læring gjennom pedagogisk entreprenørskab |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[4] | City | Country | Role in the project |
|----|---------------------|------------------------|------|---------|---------------------|
| 1. | Morsø Kommune | Municipaly | Nykøbing Mors | Denmark | Dissemination and impact |
| 2. | Thisted Kommune | Municipaly | Thisted | Denmark | Dissemination and impact |
| 3. | Jammerbugt Kommune | Municipaly | Jammer-bugt | Denmark | Dissemination and impact |
|    |                     |            |         |         |                     |

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[4] Please refer to the list of type of institutions at the end of this document.

# Partner number - **P 4**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| **Organisation name** | FGU NORDVEST |
| --- | --- |

## 2.1 Aims and activities of the organisation

*Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

FGU NORDVEST is a "preparing basic-education". The institution is a new construction in Denmark, and each FGU-institution in Denmark embraces several municipalities. The institution gathers all earlier efforts on the target group in one institution. There are 27 FGU-institutions covering 88 schools in Denmark.
FGU NORDVEST covers the municipalities of Morsø, Thisted and Jammerbugt in Jutland. It has 55 employees, and approximately 230 young people/students.

The purpose of the FGU-institutions is to develop and optimize vocational, personal and social skills of young people under 25 years. The goal is to support young people to get into Youth Education or a job as quickly as possible. In a larger scale FGU contribute to reach the national goal, that every young people either have finished youth education or have a job, before they reach 25 years.

The FGU is based on 15 didactic principles:

Practice-based general competences and learning
Communities of practice
Authenticity
Holistic approach
Explicitly in learning goals
Respecting different strategies of learning
Explicit structure
Differentiation in teaching
Innovation and product-development
Including learning-environment
Language-focus
Evaluation
Clarification and Guidance
Nutrition, health and physical exercise
General Competences

FGU prioritize to provide a teaching and learning-environment, that is meaningful for the Target Group. This means, that the staff in FGU meets young people in another way than the traditional school system, they have met earlier.
Based on the didactic principles FGU-teachers work with the content in a specific context, fx in the local area, and the teachers are setting up authentic tasks for the students. It is a principle, that the learner can use, what they learn in a relevant context, and the thinking is, that this provides both vocational and general learning.
For example, all the 3 schools in FGU NORDVEST works with the same project during 4-6 weeks at the time, fx "Green behaviour". FGU works with a holistic approach, where the students are visiting associations and corporations working with sustainability. The students are working with "garbage sorting", and in the Danish-lections they are reading articles about sustainability and "green behaviour". In the math-lections they are doing research, statistics and assessments about sustainability. In this way the learning is integrated in a natural way. Most of the teaching is naturally placed in workshops (authentic surroundings) to support the experience of meaningful learning.
A lot of students have had bad experiences specially with mathematic in their schooltime, so the math is taken out of the classroom into a natural environment.
In FGU the evaluation is formative with focus on both vocational, personal and social progression.
When ending the FGU there is an examination. The examination is a two days portfolio-exam, that fits the Target Group better than the traditional examination-system. The students choose and present own produced material from their portfolio.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

FGU will be Partner in Denmark and will participate in the COSI.ed project as a representative from the practice-field in Denmark. The organisation will use the model on the students attending their programs, young people in transition between lower and upper secondary school, not managing to enter upper secondary school. Through the program the students will be prepared for entering upper secondary school, and the model will be an important part of helping these young people to re-enter their educational pathway.

The role of FGU will be:

1. Participation in the training for trainers about MaCE model and indirect approach. Collaborating with the other participants of the COSI.ed project and learn this new methodology.
2. *Participation in transferring the MaCE-model and the indirect approach to own staff of teachers.*
3. *Housing teacher-students in the practice-part of the project, so they can use the indirect approach and experience the work with the Target Group.*
4. *Participate in designing a upscaled COSI.ed model based on the MaCE model. Participation in the collaborative groups in order to spread out the new designed model and the indirect approach.*
5. *Evaluation and increasing of the role modeling effect*
6. *Co-creation in the development of a 10 ECTS specialization Module in addition to the curriculum of the BA-program off the teacher education.*
7. *Collaboration with "VIA" generating possibility of curriculum-based internship for teacher-students in the FGU.*
8. *Co-creation in the development of policy-recommendations.*

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Ann Hvid Skouboe | Since 2019 Director at FGU Nordvest (Municipalities of Morsø, Jammerbugt og Thisted). Mrs Skoubo has been working with the Target Group for FGU for many years. Since 2004, teacher in the vocational school: "EUC Nordvest", mainly teaching the subjects "Danish", "math" and "English". After some years Mrs Skoubo was head of the "Combined Youth Education", that is the precursor for the current FGU in Denmark and also head of reading-guidance-centre and of basis education 1 in the "EUD". Mrs Skoubo has taken master-modules in learning-processes focusing on learning and well-being, youth mindset, behavior and relations. |
| Anette Kjær Jensen | FGU Guidance Counselor. Mrs Jensen has been working in FGU Nordvest, Thisted as a teacher and Guidance Counsellor. Teaching mainly in the production-workshops: Health and Care, Business and Customer Service, Tourism and Culture. Also teacher in Danish Classes. She has experiences both from Private Companies and from the Education System.  Has been working with tourism and marketing, and trades of smaller machines in a production company. Mrs Jensen has been teaching Mercantile Subjects in Business School for 12 years.  Is educated in Tourism and Trading, has later finished higher education in  vocational pedagogic and merit education as a pedagog. Mrs Jensen is highly engaged in the group of vulnerable young people with challenges. |
| Other staff | FGU-staff. The organisation is new so all the staff is not in place. However, they will be selected out from the criteria and their expertise and background, working with disadvantaged young people- which is also according to the projects focus. |

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last* three years *and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| N/A- new institution | | | |
| | | | |
| | | | |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[5] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1 | Morsø Kommune | Municipaly | Nykøbing Mors | Denmark | Dissemination and impact |
| 2 | Thisted Kommune | Municipaly | Thisted | Denmark | Dissemination and impact |
| 3 | Jammerbugt Kommune | Municipaly | Jammer-bugt | Denmark | Dissemination and impact |

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[5] Please refer to the list of type of institutions at the end of this document.

# Partner number - **P 5**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| Organisation name | |
|---|---|
| | University of Warsaw |

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

About the University of Warsaw (UW)
The University of Warsaw was founded in 1816. The UW encompasses 21 faculties and over 30 research units. It belongs to the community of universities and accepts its universal aims. The leading concepts of the UW's activity are the unity of teaching and research, and the harmonious development of all branches of knowledge represented in its curriculum. UW employs 3,750 scholars, ¼ of whom hold professorial titles. Their scientific enquiry extends over 3,350 research topics; students who they concurrently teach have the opportunity of joining in their research projects and has approximately 47,600 students.

The candidates are offered a very broad range of courses in the fields of humanities, social sciences and natural sciences, as well as many interdisciplinary courses combining knowledge and skills of many disciplines. In addition to the modern language's curriculum, the University of Warsaw offers over twenty-six study programmes in English. In Polish-language courses, students are offered the selection of some 2,000 subjects taught in foreign languages. Offering courses in 36 languages, the University System of Language Provision is a model to other European institutions of higher education. It has been awarded the "European Language Label" innovation sign by the European Commission. In October 2019, the UW received the Research University status in Excellence Initiative, a competition organized by the Ministry of Science and Higher Education. The UW ranked highest among all participants.

The Faculty of Education at the University of Warsaw is the oldest department of education in Poland – it has existed for over 60 years. It provides the highest level of training for teachers, pedagogues, socio-cultural animators, educators, tutors, education policy specialists, pedagogical therapists and andragogues. Our graduates may take up work in public educational, social and cultural institutions and organizations, as well as NGOs and the private sector. The Faculty offers university education at the European level within the first and second degree as well as doctoral studies, which creates new opportunities for future practitioners, educators and social researchers. Moreover, thanks to exchange programmes such as Erasmus+, or national level programme MOsT (student mobility programme, equivalent of Erasmus for Polish students), we enrich the studies with an international perspective and show the students different trends of thought, broadening their horizons in the field of theoretical knowledge and practice. Thanks to the current training programmes for different specialities the students gain a broad humanities knowledge in the fields of sociology and psychology, supplemented with a wide range of issues characteristic for individual specialisations. During various workshops, trainings and work placements in educational institutions our students develop the skills necessary for the teaching profession.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

The UW team will be responsible for coordinating WP4, which leads to the creation of the European model COSI.ed.
The main tasks of the UW team will include
1. Cross-analysis of regional COSI.ed models regional experiences and regional CCGs;
2. Cross-analysis of impacts on target groups and educational staff;
3. Designing a transferable European COSI.ed model.

In addition, as foreseen in the project, the UW team will be involved in the tasks and activities foreseen for all partners in the other packages such as:
- participation in trainings on MACE model, Indirect Approach;

- organization of trainings for Role Models/mentors;
- developing and implementing regional COSI.ed model;
- organizing and facilitating CCGs,
- translating and adapting COSI.ed model for policymakers etc.

UW will take part in the active dissemination of the project results and sustainability of the project results. UW will work closely with all members of the consortium, support the coordinator in achieving the project's objectives and carry out the tasks assigned to it on time. The UW team will monitor and evaluate the project at national level on an ongoing basis, ensure high quality of training, data and outputs. UW will regularly report to the coordinator on the progress of the project.

The UW will provide technical, premises, personnel facilities and co-financing for the project to enable its effective implementation. UW will allocate the entrusted funds in accordance with the principles of purposefulness, rationality, timeliness and cost-effectiveness.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Hanna Tomaszewska-Pękała | PhD in Humanities in the field of Pedagogy; assistant professor (adjunct) at the Faculty of Education at the University of Warsaw (Department of Education Policy and Social Research on Education). Her research interests include early leaving from education and training, education policy analysis, assessment of social and educational situation of children from migrant families and the role of new media in social relationships of children, youth and families. She has taken part as a junior researcher in several research projects on migration, social uses of new media, teacher education and training. In years 2013-2018 she was a leader of the Polish team in a large-scale European project: *Reducing Early School Leaving in Europe* (RESL.eu; 320223) implemented within 7th Framework Programme. As a work package leader, she was responsible for triangulation of qualitative and quantitative data from nine countries and preparation of toolkit for schools. |
| Marta Pietrusińska | Dr Marta Jadwiga Pietrusińska is sociologist and pedagogue and works as an adjunct at the Department of Integration, Inclusion and Social Education (Faculty of Education). Her main area of interest are migrations, inclusive education, youth and adult's civic education, integration via local communities, local policies analysis and discourse analysis. She has conducted multiple research concerning minorities inclusion such as - „Construction of refugees image in Polish public discourse"; „Civic attitudes of young Muslims form Poland, Turkey and United Kingdom", „Cultural participation of Ukrainian students in Warsaw", as well as policy analysis - „Participatory budget as a tool of civic education - local policy analysis" She is also an author of innovative internship program that is held together with municipal Social Communication Centre. |
| Urszula Markowska-Manista | PhD, Field Researcher, Assistant Professor at the University of Warsaw, Faculty of Education, Dozentin & Program Director of MA Childhood Studies and Children's Rights, University of Applied Sciences in Potsdam, board member in International Janusz Korczak Association. She conducts field research on the everyday life and education of excluded and marginalised children in culturally diversified environments, among indigenous people (Central Africa), children 'out of place' (the Horn of Africa), national and ethnic minorities (the South Caucasus) as well as migrants and refugees children in Poland.  She researches, publishes and teaches extensively on topics related to Childhood and Youth Studies through indigenous, postcolonial perspective, non-discrimination and participatory approaches to research, Children's Rights and Education in pre-dysfunctional contexts and culturally diversified environments. |

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last three years and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| H2020 | 727069 (2017) | ISOTIS (Inclusive Education and | ISOTIS is a collaborative project funded by the European Union, that includes 17 partners and 11 countries. ISOTIS examines the nature, causes and impact of early emerging |

| | | **Social Support to tackle Inequalities in Society)** | social and educational inequalities at the local, regional and national level in the context of socioeconomic, cultural and institutional processes. In order to identify promising strategies to combat inequality and to increase inclusiveness, **ISOTIS** addresses actions at the levels of parent and family support, curriculum and pedagogy development, professional development, inter-sectoral services coordination, and national education policy. **ISOTIS** focuses on innovative ways of classroom management and differentiating education to combine non-segregationist (universal) approaches to early childhood and primary education with the need to provide extra (targeted) support to culturally and linguistically diverse children in order to reach equal outcomes. A main strategy of **ISOTIS** is a comparative research: learning from the successes and failures across countries and local contexts. In addition to country-level comparisons of educational inequalities, using existing cross-sectional and longitudinal data bases, **ISOTIS** collects new data on the actual resources, experiences and perspectives of the targeted children and families. The project proposes collaborative online tools and apps for parents, classrooms and professionals involved in the lives of culturally and linguistically diverse families. This collaborative work supports European practice and policy to meet the challenges and advantages of an increasingly diverse, inclusive European society. |
|---|---|---|---|
| **7th Framework Programme** | 320223 (2013-2018) | **RESL.eu (Reducing Early School Leaving in Europe)** | RESL.eu aimed to provide insights into the mechanisms and processes explaining the phenomenon of early school leaving in 9 EU countries. The theoretical framework assumed a multi-level analysis of ESL, including: the micro-level analysis covering individual and family circumstances; the meso- or institutional level analysis covering also the relational dimension and macro- or systemic level analysis. On the basis of a survey among more than 20.000,000 young people and several hundred interviews, protective factors and risk factors for ESL were distinguished at all levels. The survey covered young people at risk as well as young people not in education and students who returned to education in alternative learning arenas. Thanks to this approach it was possible to trace and build a typology of the educational trajectories of students who interrupted their schooling.<br>Additionally, conceptual models useful for the development and implementation of policies and specific measures to tackle ESL has been created together with a set of tools to monitor and support students at risk.<br>This makes the project relevant not only to academics, but also to policy makers, school staff and representatives from the civil society. The findings has been widely disseminated through various publications, seminars, conferences and scientific networks, and has been highly appreciated. |
| **Erasmus+** | **2017-1-BE02-KA201-034755** | **BECERID (A Blog as open learning platform for the field of Early Childhood Education about Research and Innovation to support Disadvantaged and Diverse children** | Good quality Early Childhood Education and Care (henceforth ECEC) has a beneficial influence on children's later school career, especially when they have disadvantaged backgrounds. But the instruction quality in European ECEC settings is low, and vulnerable in settings with many disadvantaged children. Furthermore, teachers struggle to value diversity, and often do not develop children's competences to cope with diversity. Although there is a growing research base on what works to improve these issues, those research insights are not yet adopted in practice on a large scale. This gap between research and practice is hard to bridge because traditionally teacher educators do not have a strong interest in research and ECEC teachers are not often targeted by initiatives to promote research-inspired education.<br>This project tackles these obstacles by launching a blog in each partner country as an open learning platform maintained by teacher educators and researchers for ECEC teachers and other teacher educators to increase their knowledge of research-based insights, their awareness of social inclusion, and their positive attitude towards research and innovation.<br>This project (1) strengthens ECEC teachers' and teacher educators' research-based insights in the central topics of the project, (2) increases awareness of social inclusion, (3) increases a positive attitude towards research and innovation, and (4) strengthens the open learning community of ECEC teacher educators, teachers, researchers and policy makers. In the end, this will lead to innovations in ECEC settings and professionalization initiatives that will infuse insights from |

| | 2019-1-PL01-KA201-065602 | | research and innovation in other European countries concerning our central topics. |
|---|---|---|---|
| **Erasmus+** | | **Back to School** | Back to School project aims to create innovative tools to support the work of teachers at hospital schools and primary schools, working with students returning to school after hospitalization.<br>The project is also aimed at equalizing the chances of children and youth studying in hospital schools and their adaptation in the school environment, preventing the exclusion of students and during and after an illness. According to data, every fifth student experiences long-term health problems.<br>An important element of the project will be the creation of tools to strengthen cooperation of teachers from hospital and primary schools. Expected results are to develop the necessary tools for better optimization of the daily work of teachers in response to their needs, preparation of a list of useful publications and addresses of institutions in which parents can seek help in stressful situations for them and for children and a series of tutorials for teachers.<br>Expected impact of the project, among others through multiplier events and potential long-term benefits are: increasing teachers' awareness of working with a hospitalized student, enabling faster and less stressful adaptation for hospital school children by improving the quality of cooperation between the school and the hospital, reducing the feeling of exclusion of this group and improving the adaptation of students. |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[6] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1. | Warsaw Centre for Socio-Educational Innovation and Training | Teacher training centre | Warsaw | Poland | Implementation (trainings, CCGs) impact and dissemination |
| 2. | Centrum Wspierania Rodzin "Rodzinna Warszawa" | Municipal Office | Warsaw | Poland | Implementation, impact and dissemination |
| 3. | Social Aid and Social Project Office in Warsaw | Municipal Office | Warsaw | Poland | Impact and dissemination |
| 4. | Social Pedagogy Unit at the Committee on Education studies of the Polish Academy of Sciences (PAN) | Autonomous collegial body | national | Poland | Impact and dissemination |
| 5. | Polish Pedagogical Association | Academic association | national | Poland | Impact and dissemination |
| 6. | Union of Polish Metropolises | foundation | National – 12 municipalities | Poland | Impact and dissemination |
| 7. | International Research Network on Equity in Youth Education and Training IRNEYET | Research network | -- | international | Impact and dissemination |
| 8. | The Children's Rights European Academic Network CREAN | Academic network | -- | international | Impact and dissemination |
| 9. | M.A. Childhood Studies and Children's Rights (MACR) | Master degree programme | Potsdam | Germany | Impact and dissemination |

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[6] Please refer to the list of type of institutions at the end of this document.

# Partner number **- P 6**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| Organisation name | Warsaw Centre for Socio-Educational Innovation and Training (in Polish: Warszawskie Centrum Innowacji Edukacyjnych i Szkoleń) PIC: 940160764 |
|---|---|

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

Warsaw Centre for Socio-Educational Innovation and Training (WCIES) is a local government-operated teacher development facility, an institution providing knowledge and education, whose work is perfectly reflected by the motto "Warsaw – the City of Education".
The Centre was established on 10 July 2008 by a resolution of the Warsaw City Council, upon the initiative of the Education Section of the Warsaw Municipal Office, and it started its operations on 1 September 2008. WCIES works in close partnership with the Education Section, its educational activities being supervised by the Chief Education Officer for the Mazovia Province.
The key purposes of the Centre are to support the Warsaw education community and improve the quality of services provided by Warsaw schools and educational facilities. These objectives are being attained through:
• performing tasks set out in the educational policy of the City of Warsaw,
• organising and providing teaching counselling and educational supervision over the counsellors,
• supporting teachers and headmasters in their professional development and in performing various roles in the educational system;
• introducing systemic educational solutions (projects, training courses, conferences, seminars);
• promoting social and educational innovation;
• developing a training offer and organising various forms of skill-sharing;
• initiating various forms of work in schools and educational facilities;
• developing, propagating and collecting educational information for teachers;
• initiating and fostering international collaboration in education;
• advocating devolution of the authority in education in Warsaw to community stakeholders by enhancing parents' and students' impact on the functioning of the school;
• providing individual teacher consultancy.

WCIES works for the  entire Warsaw educational community, in particular addressing the needs of the following target groups: education managers, headmasters, teachers, pedagogues, teaching counsellors, psychologists from psycho-pedagogical centres, parents,  youth, leaders of non-governmental organisations, selected personnel of the departments of the Warsaw Municipal Office responsible for social policy.

WCIES offers a wide range of different forms of trainings designed by teacher training counsellors, commissioned by the Education Section or provided as a part of the Centre's statutory objectives to meet the day-to-day needs of the Warsaw educational community.

WCIES staff includes specialists in the field of provision of trainings, workshops, guidance, e-learning training (Moodle platform); designing and planning of different forms of in-service teacher training that meets teacher needs, publishing didactic materials for schools as well as the implementation of large projects addressed to a big number of schools (e.g. project "Human Rights friendly schools. How to counteract exclusion and aggression at schools?", which has been implemented since 2018. All Warsaw schools will be covered by this project until 2024. Project trainers will run in each school 32 hours of workshops for teachers, organize meetings with parents as well as information meetings for non - pedagogical staff. The project methodology is based on self-reg i NVC methods, relation building as well as developing school activities on the basis of pupils' special needs. WCIES organizes also long-term trainings, which aim to develop teacher skills and competences, e.g. Teacher Academy (one-year course

including 130 hours of training) that has been in WCIES offer for 9 years and is addressed to teachers from all kinds of Warsaw schools.

All the above mentioned activities are financed from the municipal, national and EU funds. WCIES also co - developed so called Consultation Points that offer help to staff working with children and youth with special educational needs, including those vulnerable to the social exclusion.

WCIES provided more than 16 000 hours of trainings for teachers from more that 900 Warsaw schools, kindergartens and other educational establishments in the school year of 2018/2019. WCIES cooperates on a constant basis with other Warsaw institutions, such as Center for Public Communication, Office for Social Assistance and Projects. The center is also involved in the consultation process of the Warsaw Development Strategy for the years 2020-2030 in the field of education.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

WCIES is an institution that works with teachers and pedagogues. Our role in this project will be focus on the following activities:
1. Participation in the training for trainers about the MACE model and Indirect approach; we are going to collaborate with the other organizations of the COSI.ed project and learn this new methodology.
2. Transfer of the MACE model and indirect approach to our teachers, pedagogues and educators: preparing a Polish training programme and materials for participants.
3. Teacher trainings: recruitment of participants, delivering training for pilot group, correcting programme of training and delivering training for the second group;
4. Participation in the Collaborative Competence Groups in order to spread out the MACE/COSI.ed model and indirect approach.
5. Support for educators, pedagogues and teachers in process of implementing MACE model in work with the Target Group.
6. Evaluation and increasing of the role modelling effect.
7. Collaboration with the University of Warsaw in the development of policy-recommendations, especially on the city level.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Elżbieta Tołwińska-Królikowska | Education: Pedagogue, University of Warsaw<br><br>School pedagogue in a primary and secondary Warsaw school with inclusive education (1992-1998); director of department for in-service teacher training national system development in National In-service Teacher Training Center (1998-2006) – coordinating of many projects, consulting for many regulations prepared by Ministry of Education, author of methodic publications for teachers, member of evaluation team - evaluating of national trainings for teachers – introducing reform of education (1998-2000); president and vicepresident of Federation for Education Initiatives (NGO) working for rural schools (2006-2016); the national coordinator in the international programme «International Standards for Community Schools» (2012-2019).<br><br>WCIES: coordinator of EU project - supporting schools in developing student's key competences, specialist for educational programmes and for psychological-pedagogical counselling centres development (since 2018). |

| | Skills and professional experiences: graduate of Studies in Psycho-Education and Introduction to Gestalt Therapy (2002) and Solution Focused Brief Therapy (1st level); training delivery and supervision; project development and management; development of training materials based on modern methodology; training needs assessment; evaluation of projects and trainings, wide experience with Training for Trainers programmes; management of national and EU educational projects, delivery of the group training with respect group process, development of training materials and manuals. |
|---|---|
| Beata Walkiewicz | Education: Pedagogue, University of Warsaw

Pedagogue, Speech Therapist, Socio-therapist, graduate of Personal and Coaching Skills Training (grades: I and II of Solution Focused Brief Therapy), 2-year cycle course in Socio - therapist, Action Learning.

Professional Experience: school pedagogue, socio-therapist and speech therapist in psychological and pedagogical centres, academic teacher in Higher Education Institutions in the fields of education, human rights and pedagogical therapy.

In In-Service Teacher Training Centres: developing and running trainings in the field of in-service teacher training, methodological adviser, counsellor to pedagogical councils, mentor for student apprenticeships, author of articles concerning teacher skills, interpersonal communication and education.

In WCIES: coordinator of Specialist Consulting Centres addressed to teachers and parents of children with special education needs, coordinator of the project «Partnership for children from respite care centres» - integration of schools and counselling establishments with care and education institutions. Coordination of trainings for social service staff and employees from care and education institutions. Coordination of cooperation and in-service training networks for school headmasters, e.g. development of strategies, how to act in crisis situation with the use of Solution Focused Brief Therapy Approach.
Coordination of trainings for young school and preschool teachers; development of trainings in the field of didactics and education. |

## 2.4 Operational capacity: Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last three years and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| Erasmus+ KA2 | 2016-1-PL01-KA201-026443 (2016-2018) | *Competencies in Multicultural Cities of Warsaw and Berlin* | Preparing school and teachers for work with shifting foreign language students. Products: Good Practice Guidelines for Teachers (publication), Teacher Training Programme, Teacher training |
| POWER VET | 2016-1-PL01-KA102-024735 (2016-20018) | *ELAN PL European Local Authority Network* | A job shadowing of 61 teacher advisors working in WCIES in European schools. Products: eTwinning Project page, School differently (publication – good practices from European schools), video – experiences of participants |
| Erasmus+ KA2 | 2016-1-UK01-KA201-024292 (2016-2019) | *RATE Raising Achievement Together* | A mathematic Teaching-learning. Developing children motivation, including parents in learning process. Products: Good Practice Guidlines (available on eTwinning), eTwinning project page, Teacher Training Programme, Teacher Training |
| Erasmus+ KA2 | 2018-1-UK01-KA201-048223 (2018-2021) | *Challenging Extremism – Transition* | Prophylaxis of extremism: children competences of conflict resolution, mediation, media literacy, knowledge of role of civil disobedience etc. |

| | | | Planned products: Teacher Training, Lesson plans, videos, Good Practice Guidelines |
| --- | --- | --- | --- |
| Erasmus+ KA2 | 2019-1-DE02-KA202-006185 (2019-2021) | *Challenging Hostile Views and Foster Civic Competences Sparkling Moves for VET Teachers (CLIO)* | Teaching against radical extremism – in vocational schools. Planned products: Mobile App, 4-language manual - podcast with interviews, Democratic School Culture - a blog, Teacher training programme + Teacher training |
| | | | |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[7] | City | Country | Role in the project |
| --- | --- | --- | --- | --- | --- |
| 1 | Center for Public Communication | Municipal Office | Warsaw | Poland | Impact and dissemination |
| 2 | Office for Social Assistance and Projects | Municipal Office | Warsaw | Poland | Impact and dissemination |

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[7] Please refer to the list of type of institutions at the end of this document.

# Partner number **- P 7**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| | |
|---|---|
| **Organisation name** | Universidade do Porto [PIC: 999894916] |

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

Founded in 1911, the **University of Porto (UPORTO)** is Portugal's second largest university and one of the most prestigious teaching and research institutions in the country. It has around 1600 non-teaching staff, over 31.000 students (around 1500 from foreign countries) and 2300 full-time academic staff spread across 14 Faculties and a Business School. It is the 1st choice of around 23% of the PT applicants to the HE System and is responsible for 24.8% of all scientific production. The active participation in Erasmus+ scheme (e.g., International Credit Mobility, Joint MA Degrees, CBHE and Strategic Partnerships), with HEIs from more than 100 countries, represents a direct management of over €60M. Currently, UPORTO hosts almost 50 research centres from the humanities to sciences and technologies, and is one often the best-positioned PT HEI in World rankings – e.g. SCImago Institutions Rankings (235); CWTS Leiden (145); URAP (179).

Its **Faculty of Psychology and Educational Sciences (FPCEUP)** began its activity in 1980 and is a reference point in training and research in these areas, offering high quality graduate and postgraduate programmes attended by over 1500 students. In recent years, FPCEUP has participated (either as coord. and as participant) in more than 80 funded research and training projects, representing more than €10M. FPCEUP's involvement in this project will be performed by the **Centre for Research and Intervention in Education (CIIE)**, a research institution that develops high-quality research on key issues of educational and social change and processes, in order to broaden the role of education in promoting equity, inclusion and active citizenship. Established in 1988 and sponsored by the national research funding agency (FCT), CIIE hosts 40 members of academic staff (from UPORTO, but also from other HEIs), 15 postdoc research fellows, 30 PhD research students with studentships and 30 collaborators. In the last Portugal's external research evaluation, CIIE was rated Excellent. CIIE has a long record of excellence in research and training on a wide range of educational and social issues across all education sectors, from early years to higher education. With extensive experience of international cooperation activities (e.g., CIIE is currently involved in 17 EU projects), its solid research capacity and performance is built over existing areas of research strength, including: educational and social policies; diversity, equality and social justice; children and youth education, cultures and pathways; early school leaving; transitions into Higher Education and the labour market; innovation in teaching and learning; schooling; teacher education and professional development; citizenship education; community education, civic and political participation. UPORTO/CIIE works in close connection with a range of stakeholders including local and national authorities, schools and head teachers, NGOs, associations and private actors in a range of professional contexts and settings. CIIE runs the Observatory of Schools Life, supported through a range of partnerships with clusters of schools and other stakeholders, reflecting its strong focus on linking theory and practice. CIIE has been responsible for piloting innovative school-based studies and interventions, which have been helping to generate meaningful learning experiences and supportive environments, more suited to the needs of pupils, and to promote appropriate teacher pedagogical approaches, thus contributing to better and more inclusive schools. In particular, the team that will work on this project has a wealth of experience of carrying out qualitative and quantitative studies in varied fields of educational and social research and are acknowledge experts in public policies in education, educational and social inequality, school disadvantage and exclusion, early school leaving, youth transitions, innovative pedagogy, and achieving citizenship competencies in school education.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

UPORTO/CIIE's team brings together in a unique way appropriate capacity, expertise and experience for carrying out COSI.ed. This team has an extensive experience in collaborative research, at both national and international level, as well as in consulting and advisory activities. Participation in collaborative research, both as partner and coordinator, enabled to strengthen project management skills, as well as strong experience in successful negotiating, tasking and reporting to EC, and knowledge of EU funding financial rules and procedures. Considering the Centre's involvement in a range of theoretical research and practice-based focused in both national and European educational and societal challenges, CIIE is keen in producing resources for educator's policy recommendations and designing and implementing evaluation and programmes and activities.

In COSI.ed, CIIE will be primarily engaged as leader of Work Package 5, "Promoting the Use of COSI.ed Model in Inclusive Education and Youth Policies", which aims at translating and adapting the developed COSI.ed model to support policies for the inclusion of disadvantaged youth at different levels (local, regional, national, European) and in different contexts. CIIE will coordinate the establishment of communication channels and platforms between the project's team and relevant policymakers in each of the project countries. Within these channels and platforms dissemination materials and events will be promoted to consolidate efforts to involve policymakers in co-creating and supporting youth educational and social inclusion reforms based on the COSI.ed model.

CIIE will draw upon its extended experience of participation in EU projects and networks. CIIE participated recently at H2020's "CATCH-EyoU – Constructing AcTive CitizensHip with European Youth: Policies, Practices, Challenges and Solutions", recently concluded, that provided a multifaceted understanding of the different factors influencing the perspectives of young people on Europe and of the ways in which young people engage in society and institutions: CIIE is also the Portuguese partner of the European Educational Policy Network (2019-2023), the selected network of EAC/S36/2017 – Framework Partnership Agreement with a European policy network on teachers and school leaders, the Europe-wide network of relevant organisations (policymakers, practitioners, researchers and stakeholders), to promote the development and implementation of policy at different governance levels, and to support the Commission's policy work on teachers and school leaders.

Building on this consolidated experience, CIIE will lead the design and production of the "COSI.ed policy and practice recommendations for co-creative education policies for disadvantaged youth", to be disseminated through offline and online channels such as a cross-national conference, a MOOC, and the projects' website and social networks, as well as the Eramus+ scheme's appropriate platforms.

CIIE will also collaborate in the operational and financial management of the project (WP1 – Management), as well as, of course, actively participate in all the other work packages in order to contribute to the wide and successful transfer of the co-created education model on the basis of this application to diverse countries and educational contexts.

In which concerns the operational component of the project, CIIE will especially take advantage of its high quality teaching staff in a nationally certified and credited master degree in Education Sciences, and from a very well established partnership with the Second Chance School of Matosinhos (Metropolitan area of Porto) through several collaborative research and intervention projects, to put in place a proposal of co-creation of knowledge about educational expectations and pathways between Higher Education students and disadvantaged learners in vocational educational tracks at risk of ELET. The team will design and implement a semester course to 2nd year Education Sciences master students, in which they will learn about educational and social inclusion of young people, and actively participate in a collaborative research project with Second Chance School' students, to (co-)build narratives about educational expectations and trajectories (WP3 and WP4). This work will be preceded of the CIIE team participation on the training about the MaCE model (WP2) and of its thorough adaptation to the Portuguese abovementioned purposes and target groups (WP3). The COSI.ed model implementation will be supported by educational staff training and will comprise a pilot implementation (WP3) and an upscaled improved implementation (WP4). In parallel to the policy recommendations' design the CIIE team will lead (WP5), it will also be

actively engaged in the collaborative competence groups (WP6) that will be essential in feeding policy and practice recommendations as well as in dissemination activities (WP7).

CIIE will also contribute to the financial management of the project by ensuring careful control of our organization's budget with consistent financial transparency and accountability measures. It will strive for having its lead and/or co-lead regional coordinators participating on the periodical meetings for activities and budget control organized by the project coordinator, paving the way for rigorous and efficient budgetary use, control and reporting. It will also contribute periodically, and whenever requested, with information to progress operational and financial reports and with data to qualitative and quantitative indicators for achievements' verification and quality evaluation. This will all be done with the continuous support of our Faculty's administrative personnel, which is highly experienced in the operational and financial support of Erasmus+ and other European funded projects, as demonstrated in the list of projects featured in the Operational capacity (2.4) field.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| **Amélia Veiga** | **Amélia Veiga** will lead the Portuguese team of COSI.ed. She is Assistant Professor at FPCEUP and integrated member of CIIE. At CIIE, she co-chairs the GAPE – Analysis of Educational Policies group. Her main research interests lie on sociology of education and education policy analysis, namely on European policies and higher education governance. Internationalisation, globalisation and quality assurance are also themes at the core of her research endeavours, particularly in the political enactment of policies, instruments and practices. She has also interest in teacher education, school education, innovation in teaching and learning, and inclusion and social justice. Currently, she leads the Portuguese team of the Erasmus+ project "SUCTI Academia – Systemic University Change Towards Internationalisation for Academia (2019-1-PL01-KA203-065656, 2019-2022). She has been publishing several influential works on European integration and governance and the institutionalisation of a European dimension in education. |
| **Ana Cristina Torres** | **Ana Cristina Torres** will co-lead the Portuguese team. She is Postdoctoral research fellow, with an FCT-funded grant, and integrated member of CIIE. She holds a PhD in Didactics and Training, in the field of Science Education (University of Aveiro), and a B.S. degree in Teaching of Biology and Geology (University of Porto, Faculty of Sciences). Her PhD work involved the development of materials and teacher education courses for Science-Technology-Society (STS) teaching and supporting Education for Sustainable Development. She is presently developing research in curriculum studies mainly in issues of students' transition between schooling stages, student voice and participation, but also some work on teachers' professional development and curriculum and pedagogy innovation, particularly in science education. She also develops outreach and teachers' training work within the Observatory of Life in Schools and consultancy work to schools in disadvantaged territories. She has been participating in national and international collaborative funded research. |
| **Eunice Macedo** | **Eunice Macedo** is Assistant Professor at FPCEUP and an integrated member of CIIE, co-chairing the Inclusion Policies and Voices research group. Eunice Macedo actively researches on: social and educational inequalities; education as a social right; early school leaving; transitions and re-engagement through second chance education; youth voices and participatory research; citizenship education; arts in education; community intervention. She also has a longstanding interest in women participation and gender dimension from an intersectional point of view, with a focus on the construction of femininities and young masculinities, but also with participation in the debate about violence against women. She has wide-ranging experience and expertise in participating in international collaborative research and networks. She acted as Portuguese PI of the Erasmus+ STALWARTS (2017-19) on supporting education transitions of vulnerable young people and tackling ELET. In 2016/2017, she contributed to the National Strategy of Citizenship Education in Portugal that is being implemented in the educational system since 2017. |
| **António M. Magalhães** | **António M. Magalhães** is Associate Professor with 'Habilitation' (in Portuguese, 'Agregação') at the Faculty of Psychology and Education |

| | |
|---|---|
| | Sciences at the University of Porto, Portugal, where he acts as President of the Faculty Board of Representatives. He is a collaborator member of CIIE and a Director of Research at the Centre for Research in Higher Education Policies (CIPES), where he serves as member of its Directive Board. His research interests lie on sociology of education and education policies analysis with a focus on relationship between the state, the system of European governance and higher education institutions. He researches also on the methods of analysis of education policies, mainly based on the perspective of discourse analysis as theory and method. He has been leading research on higher education issues and writing extensively in major journals in the field, including *Higher Education Policy*, *Higher Education* and *Studies in Higher Education*. |
| **Sofia A. Santos** | **Sofia A. Santos** is a Postdoctoral research fellow and integrated member of CIIE. In the beginning of January 2020, she was appointed Advisor of the Cabinet of the Portuguese Ministry of Education. She has a European Ph.D. (2015) and Master (2009) in Education from UPORTO in her areas of interest: citizenship, gender, sexual studies and sociology of education. She has been engaged in international mobility programmes with some European universities (Universities of Warwick, Cambridge and Leeds, all in UK; and Mikolas Romeris University) and lectured in those fields. In 2016/2017, she joined a political and strategic workgroup to produce the National Strategy in Citizenship Education, being currently implemented at all national public schools. She served as a member at the Portuguese Scientific and Pedagogical Council of in-service Training. She has also served as scientific consultant of Azores Regional Directorate for Education. Participating since 2006 in several CIIE's research projects at national and international level, she contributed as postdoctoral researcher at an EU-funded (FP7) collaborative research on early school leaving (RESL.eu; between 2015 and 2018, and is currently involved in Thriece, MotivatEyouth, and Edutransfer projects |
| **Helena C. Araújo** | **Helena C. Araújo** is Full Professor at FPCEUP and the Director of CIIE, where she co-chairs the Policies and Voices of Inclusion group. She taught sociology of education, gender studies and citizenship and diversity. Her main research interests are education as social right, early school leaving and school disengagement; young people biographies and pathways; gender, education, and citizenship; social and educational equity, inclusion and social justice; ethno-cultural diversity and intercultural education; women's social and political participation. She has carried out numerous research projects in these issues. Until recently, she led the Portuguese team of the EU's FP7 large-scale project Reducing Early School Leaving in the EU" (2013-2018). Presently she coordinates an Erasmus+ Project (MotivateEyouth) and a FCT-funded project (Edutransfer). She is author of over 100 published research articles, books and book chapters. In 2016/2017 she was appointed by the Ministry of Education to the Work Group that developed the National Strategy on Citizenship Education. She is the lead editor of the refereed scholarly journal *Educação, Sociedade & Culturas* (in English, Education, Society & Cultures). |

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last <u>three years</u> and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| Erasmus+, KA2 | 2018-1-RO01-KA203-049309 | ENGAGE STUDENTS – Promoting social responsibility of students by embedding service learning within HEIs curricula | ENGAGE STUDENTS aims to empower the social dimension of higher education by increasing its relevance for society through embedding service-learning as a common pedagogical approach within education and research practice. |
| Erasmus+, KA2 | 2017-1-NO01-KA204-034182 | ReGap – Reducing the Educational Gap for Migrants and Refugees in EU Countries with Highly Relevant e-Learning Resources | ReGap extends high quality culturally sensitive open access learning resources to adult migrants and refugees of both genders in EU countries. The project promotes equity and inclusion by addressing the need to feel a real sense of social belonging and to gain the knowledge skills necessary to take part in employment, health, social security and schooling on an equal footing with EU citizens. |

| | | Offering Strong Social Belonging | |
|---|---|---|---|
| Horizon 2020 | 693167-H2020-YOUNG-SOCIETY-2015RIA | YOUNG_ADULLLT – Policies Supporting Young People in their Life Course: A Comparative Perspective of Lifelong Learning and Inclusion in Education and Work in Europe | The project analysed the interaction of LLL policies and their formulations with other sectoral policies and contributed to the understanding on the different ways in which LLL policies are socially incorporated into specific regional and local contexts throughout Europe. It also identified successful programmes in terms of sustainable solutions in integrating labour market with, social inclusion as well as their transferability to other contexts. |
| Erasmus+ | 562237-EPP-1-2015-1-BE-EPPKA3-P1-FORWARD | HE4u2 - Integrating Cultural Diversity in Higher Education | - Analysis of the data collected from migrant and ethnic minority students about what could be done to improve the integration of cultural diversity in HE<br>- Reviewed curricula in different disciplines and at different HE levels that integrate intercultural support<br>- A set of guidelines for academics and non-academics on how to create intercultural learning environments (EN, FR, DE)<br>- Generic CPD course structure for HE staff working with migrant and ethnic minorities (EN, FR, DE)<br>- Policy recommendations addressed to policymakers, institutions and staff of HE focused on how better integrate cultural diversity practices |
| Horizon 2020 | 649538-H2020-YOUNG-SOCIETY-2014 | CATCH-EyoU – Constructing AcTive CitizensHip with European Youth: Policies, Practices, Challenges and Solutions | CATCH-EyoU addressed the nature and processes of construction of active citizenship among European youth, including an analysis of the multifaceted factors influencing young people perspectives toward the EU, their sense of EU identity and membership and the different forms of youth active engagement in European politics at various governance levels. It offered to policy makers, professionals and young people themselves new "conceptual lenses" and instruments to better understand the factors that decide how the EU can be brought closer to its young citizens. These aims were addressed through a multi-methodological approach, and including young people as partners, in order to ensure that youth's own perspectives and concerns are fully incorporated. |
| Erasmus+, KA2 | 2018-1-NL01-KA203-038965 | #IBelong: Towards a Sense of Belonging in an Inclusive Learning Environment | It focuses on improving the experiences and outcomes of students from diverse backgrounds (migrant students and first-generation entrants) through creating a more inclusive learning environment in higher education. The main objective is to build a programme of interventions, to develop a sense of belonging amongst higher education students irrespective of their diversity, thereby increasing student retention and promoting a fair chance of succeeding. |
| Erasmus+, KA2 | 2017-1-UK01-KA203-036723 | STALWARTS – Sustaining Teachers and Learners with the Arts | STALWARTS was based on UNCRC principles that encourage teachers and therapists to investigate the impact of sensory and relational aspects of music and arts experiences on the executive functions of the brain and to explore creative activities that support the development of positive attachments to which vulnerable young people have a right. The main priority was to further develop, recognize and accredit new practices, knowledge and skills of teaching through the arts, focused on the emotional well-being of teachers and students, in order to meet the needs of young people and reduce ELET (Early Childhood Education and Training). |
| Erasmus+, KA2 | 2017-1-IE01-KA201-025698 | THRIECE – Teaching for Holistic, Relational and Inclusive Early Childhood Education | This project proposed an innovative, multi-disciplinary, cross-national approach to addressing issues highly relevant to the priorities of social inclusion and development of quality of Early Childhood Education and Care (ECEC). It identified three key pillars - holistic, inclusive and relational education - to speak as a countervailing riposte against the prevailing neoliberal norm in European education. It empowered early educators through provision of a conceptual and practice-based toolkit for quality, inclusive ECEC, with the potential to provoke exponential transformative change for European education, through enhancing children's experience of education at a critical stage in their lives. |

| Erasmus+, KA2 | 2018-2-IT03-KA205-014235 | motivatEyoUth – Preventing the Early School Leaving phenomenon in the EU through practical and innovative solutions | This ongoing project aims to support professionals working with young people (14-24) and build their capacity through competence-oriented learning in preventing and reducing ESL as well as inspiring youth to continue on viable progression pathways. |
|---|---|---|---|
| 7th Framework Programme for Research and Technological Development | 320223 | RESL.eu – Reducing Early School Leaving in the EU (2013-2018) | RESL.eu aimed to provide insights into the mechanisms and processes that influence a pupil's act to leave school or training early as well as into the decision of school leavers to enrol in alternative learning arena's unrelated to a regular school. These alternative locations of knowledge and skill transfer helped to gain insight in and provide the project with creative or innovative methods of learning or training. In addition to this, RESL.eu also focused on the pupils that left education or training early, and are identified as NEET, because these are the most vulnerable among European youngsters. Furthermore, RESL.eu aimed to identify and analyse the intervention and compensation measures that did succeed in transferring knowledge and in keeping pupils in education or training, although they showed high (theoretical) risk of ESL. It was possible to formulate conceptual models useful for the development and implementation of policies and specific measures to influence ESL, making the project relevant not only to academics, but also to policy makers, school staff and representatives from the civil society. The data was received with large interest by many policy makers, at distinct levels of the educational sector. |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[8] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1 | DGEstE – Direcção-Geral de Estabelecimentos Escolas (Direcção de Serviços do Norte) | National public body | Porto | Portugal | Participation on the CCGs (WP6), impact and dissemination (WP5 and 7) |
| | | | | | |

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[8] Please refer to the list of type of institutions at the end of this document.

# Partner number - **P 8**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| Organisation name | AE2O – Associação para a Educação de Segunda Oportunidade |
|---|---|

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

AE2O is a non-profit, non-governmental organization, which aim is to promote second chance education, working especially with disfavored young people with low qualifications, unemployed and at risk of social exclusion. Its main activity is to run Escola de Segunda Oportunidade de Matosinhos, a pilot project that started in 2008, the first second chance school in the country, member of the European network of second chance schools (E2C-Europe). The school targets 15 to 25-year-old who have left school without qualifications and do not have a place anywhere else, offering every year to around 70 disfavored young people a new chance of quality training suitable to their needs and interests. Many students are referred through "court support teams" for young offenders, and others come through social services, mainstream schools and in general word of mouth peer-to peer information. The student profile is extremely diverse. The majority have completed no more than four or six years of initial education. For many, their interests and talents lie in practical rather than academic skills. The school has 70 student places lasting one year, which can begin at any point in the year. Building up a portfolio of work leads to certification equivalent to the sixth or ninth year of school. The school's follows a holistic pedagogical approach through a "dynamic connection and combination between subjects". The students develop their own Individual Training Plans, combining vocational, artistic, school and personal and social skills. Personal and social education is developed in a cross-cutting way through different media, in response to issues that arise within a group, individual or family setting. Parental education is provided also for parents asking for help with different issues such as benefits, food and jobs. AE2O is certified by national agency DGERT as an accredited training provider.
AE2O develops also other activities of training, exchange and spreading of experiences. The school has its own European Center for Mobility, Training and Research in the frame of the European Network of Second Chance Schools. Through this center are promoted many international projects and organized applications to several funding agencies. For the last 15 years, AE2O has been organizing and participating in many international projects (youth exchanges and events, seminars, training courses, networking activities and partnerships) offering young people, staff and other adult opportunities for personal, professional and social development.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

Matosinhos Second Chance School, has worked for 12 years now in a very alternative way, offering young dropouts a new experience based on individual training plans, recognition, validation and certification of competences acquired in the training activities and also in life.
The Matosinhos Second Chance School team has an extensive experience in participating in international networks and funded projects to develop, implement and disseminate innovative practices to re-engage in education and training young people from disadvantaged social and educational backgrounds, which fits perfectly in the COSI.ed proposal. Participation in collaborative research, both as partner and coordinator, enabled to strengthen project management skills, as well as strong experience in successful negotiating, tasking and reporting to EC, and knowledge of EU funding financial rules and procedures. For many years AE2O has been organising and participating in many international projects with many partners in Europe (youth exchanges and events, seminars, training courses, networking activities) offering young people, staff and other adults opportunities for personal, professional and social development, and testing the potential of arts, creativity and innovation in social educational inclusion work. The AE2O team is very motivated to explore and test new methodologies and creative methods to promote nonformal education for young people in risk and to add new tools to their educational practices to have better chances to succeed in their challenging training context.

In the COSI.ed proposal, the Second Chance School will be firstly a partner of the University of Porto, but also a full partner of the consortium.

The main role of the Second Chance School of Matosinhos will be to articulate the engagement of some of the young people that attend the school in a collaborative research project with educational staff and with Education Sciences Master students. As such, they will recruit their young people to interview and be interviewed by the Master students who, in the Portuguese regional transfer of the MaCE model, will be the "role models". The young people in the Second Chance School will be challenged to develop collaborative research about master students' educational and work expectations and trajectories, and to develop and present this research project in their schools. To this purpose, several encounters between master students and young people have to take place in the Second Chance Schools so that they can share their life stories. The Second Chance School team will have an important role in facilitating specific periods and places of the time young people spend in the school for their engagement and development of the collaborative research through these encounters. Moreover, a part of its educational staff will participate in a professional development course, at the University of Porto, in order to explore and support their development of collaborative research about educational issues with young people attending the school. The Second Chance School will organize an event for the young people to present the findings and reflections from their collaborative research with master students to the school community, and a wider event for educational staff and young people that joins all the participant young people in this project.

At least on member from the team, and two young people from the school will participate in the collaborative competence group meetings to take place 3 times per year (total of 9 meetings). For the case of the young people, different participants might go to different meetings.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience<br>*(related to the domain of the project)* |
|---|---|
| António Luis M. Silva, | António Luis M. Silva, Master in Education, is the founder, current president of the board and director of 2nd Chance School Matosinhos, the first 2nd Chance School in Portugal. He's a very experienced teacher and education manager and an expert in non-formal education, working for 40 years on this field, presently doing his PHD in education. He has a strong experience in participating and coordinating many international projects for more than 15 years. He is a supporting member of the Executive Committee of E2C Europe, the European network of Second Chance Schools, member of the Steering Comitee of MedNC, the Second Chance Program of the Union of the Mediterranean and member of the coordination of the Portuguese Network of Second Chance Schools and Initiatives, E2O Portugal. |
| Poliksena Hardalova, | Poliksena Hardalova, PhD in Theatre, has been a lecturer for 15 years in National Academy of Theater and Film Arts, Sofia, Bulgaria. Her doctorate is in the sphere of theater sciences and she has a big experience in exploring and disseminating innovative art techniques and methodologies in the field of non-formal education for children, young people and adults. She is a co-founder of the social theater group TSVETE in 1994 in Bulgaria and till now she has participated and initiated more than 80 projects on the Balkans, Europe and USA. She's an expert on Theater as education in the fields of social inclusion, tolerance and equality, domestic violence, human trafficking, prevention of addictions, active citizenship and civic engagement of young people. She's a trainer in applying art, drama and puppetry, in Forum Theater and Theater of senses. She has been working with variety of target groups: children and young people in risk, young people with deviant behavior, victims of violation, but also – artists, teachers, social workers, students, professionals, etc. Nowadays  she is a invited teacher in Escola Superior de Educação and Escola Superior de Música e Artes do Espectáculo do Instituto Politécnico do Porto, Portugal, and trainer, project consultant  and supervisor in Second Chance School Matosinhos, Portugal. |

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last three years and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number | Project title | Project impact and achievements |
|---|---|---|---|

| | including year of award | | (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| EUROPE FOR CITIZENS | 609081-CITIZ-1-2019-1-BG-CITIZ-REMEM | EUcom4U - European Union: common past, present and future for you | www.eucom4u.eu |
| Erasmus + | 2019-2-PT02-KA105-006077 | You(th) are (P)art | www.facebook.com/groups/ 2771374542896158/ |
| Erasmus + | 2018-1-FR01-KA102-047210 | Activités de Mobilité pour les Professionnels de l'Education et Formation Professionnelle | www.cemearhonealpes.org |
| Erasmus + | 2018-3-SE02-KA105-002373 | E2C Youth Event | www.e2c-europe.org/activities/youth-summit.html |
| Erasmus + | 2018-1-UK01-KA204-048219 | INCAS | https://incas.erasmus.site/ |
| Erasmus + | 2018-1-HU01-KA204-047719 | Prevent | https://fszk.hu/english/prevent/ |
| Erasmus + | 2018-1-FR01-KA202-048205 | Méditerranée Nouvelle Chance: un réseau pour une insertion réussie des jeunes NEETs | https://www.iecd.org/en/la-lettre-du-reseau-mednc/ |
| Erasmus + | 2018-1-SE02-KA105-002127 | ART 4 YOU(th) | www.e2c-europe.org/activities/youth-summit.html |
| Erasmus + | 2017-1-UK01-KA203-036723 | Stalwarts | https://www.fpce.up.pt/ciie/?q=en/content/stalwarts |
| Erasmus + | 2017-1-PT01-KA201-035930 | TIP - "Transferring Innovative Practices in 2nd chance education addressing ELET | www.tip-eu.com |
| Erasmus + | 2017-2-PT02-KA105-004445 | DAR(t)E - Doing ART as Education | www.dropbox.com/s/um3nnwoawfwpik7/DAR(t)E - Final Performance.mp4 |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[9] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1 | E2OM | School | Matosinhos | Portugal | Cooperation and dissemination |
| 2 | E2O Portugal | Network | Porto | Portugal | Cooperation and dissemination |
| 3 | E2C Europe | Network | European network of 2nd Chance Schools | | Dissemination |
| | | | | | |
| | | | | | |

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[9] Please refer to the list of type of institutions at the end of this document.

# Partner number **- P 9**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| Organisation name | University of the Balearic Islands |
|---|---|

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

The University of the Balearic Islands (UIB) was created in 1978 and it is the unique university in the Balearic Islands. Nowadays, UIB is among the top five universities in Spain in innovation and technological development as a quality research and, in addition, it can boast to be the top ten university in the world in tourism field research and be among the top university sites in teaching quality and innovation. In course 2017/2018 we offer 36 bachelors, 33 official masters (postgraduate courses) and 24 PhD programs with a total of 13.504 students.

UIB is a university of recognized prestige in research and with a strong international impact. This is demonstrated by the results achieved in different rankings that evaluate the quality of the research. UIB has developed 13 research projects founded by the European Union and 4 founded by other international institutions.

In 1999 the University Office for the Support of Persons with Special Needs was created to promote the active participation of people with disabilities in the University. The office offers support and assessment to students, teachers and administration staff in order to respond to people with disabilities needs and demands ensuring full access by elimination barriers of any kind.

In the Faculty of Education, UIB offers training in Pedagogy, Teaching Studies (Early Childhood and Primary Education) and Social Education. In 2018-19 it was composed of 2.175 students and 270 teachers. In addition, it offers a Master (Postgraduate course) for Training Teachers in Secondary Education. The Faculty of Education is structured in two different departments and each one in various research teams. The *Education and Citizenship Research Team* (EIC) is an interdisciplinary group based on collaborative work between different academic profiles in the field of Social Sciences and composed by 14 researchers and associate collaborators from other European universities

In addition, EIC is considered a Competitive Group and it is sponsored by part of the Autonomous Community of the Balearic Islands, through the Directorate General for Research, Technological Development and Innovation of the Ministry of Innovation, Interior and Justice and co-financed by FEDER funds.

The EIC research lines developed by the team are Training and Labour Insertion, Academic Integrity, Teacher Training, Education for Sustainable Development (ESD) and Heritage Interpretation and Social and Educational uses of ICT's. Specifically, the group dedicated to COSI.ed project develops its research and teaching in the following topics:

- **Training, Work and Equity:** Training and Labour Insertion; Vocational Education and Training; Education and Employment Pathways; Early Leaving from Education and Training (ELET); Youth transitions to adulthood and Gender.
- **Teacher Training:** Initial Teacher Education, Professional Development and Teaching as a profession and Inclusive Education.

Over the past years, *Education and Citizenship Research Team* has developed both European and National projects which directly address issues such as Early School Leaving, NEETs, vocational training and youth transitions:

- 20062799/001-001SO2610BGE - "DROP-IN!: Learning partnerships and peer review for a better evaluation of policies and cross-sectoral practices reducing dropout in Europe", 2006-2008. Socrates project.
- 2008-1-FR1-GRU06-00260 1 - "Programme d'education et de formation tout au long de la vie. Prevenir le décrochage et acompagner le raccrochage educatif des jeunes adultes (Decro-Raccro)", 2008-2010. Programa Grundtvig programe
- 141800-2008-LLP-ES-COMENI - "Competences of Professional Educators in Europe (COPE)", 2008-2010. European Programm COMENIUS-Action 3.1.
- EA2007-0049-Analysis and Proposals for University Teaching Skills for the development of meaningful student learning through e-learning and b-learning in the framework of

the European Higher Education Area", 2007-2008. Funded by Ministry of Education and Science Government of Spain.

- Proposal for lines of work and vocational training actions for employment 2009-2011" funded by Employment and Training Administration of the Balearic Government.

In the last few years, the Education and Citizenship Research Team has developed two projects funded by the Ministry of Science and Innovation of the Government of Spain and led by Francesca Salvà especially aimed at the study of early school leaving in both compulsory education and vocational training and analysing youth educational and labour pathways as well the characteristics of youth transitions to adulthood:

- EDU2009 13312. "Secondary education pathways to work: a biographical perspective" (2010-2013)
- EDU2013-42854-R. Pathways leading to success in, or dropout from, vocational education and from training in the education system at levels 1 and 2" (2014-2018)

These researches allowed UIB to analyse the factors involved in early school leaving from Education and Training (ELET) in our community and in another Mediterranean regions of Spain (Cataluña and Valencia) and highlighted the positive influence of *students' engagement* in the reduction of ELET and the priority of increasing youth participation in vocational secondary education as a way to decrease Early Leaving from Education and Training- ELET-(Alegre and Benito, 2010; Rahona López, 2012; Cedefop ReferNet-Spain, 2015a, 2015b; Cedefop, 2016). In addition, returning people between the ages 16 to 24 to educational and training programmes must become a political priority and especially in a country as Spain which has the highest dropout rates in the European Union.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

The UIB (Education and Citizenship research team-EIC) brings extensive experience in the study of early school leaving from education and training, youth educational and labor pathways, inclusive education, innovation in teacher training and gender equality to the project.

The team involved in COSI.ed project has a wide experience in participating in both national and international projects related to the objectives pursued in this call. In addition, the EIC team has an extensive network of contacts between educational centers (both secondary compulsory education and vocational training) and collaboration agreements with entities and organizations working with socially disadvantaged young and early school leavers. In the same way, EIC team has the possibility of signing agreements with local and regional Educational and Labor administrations.

In COSI.ed, the EIC team will be primarily engaged as leader of Work Package 7, "Dissemination". This WP aims to provide information on the results of the project to key actors and involves the spreading of the project successes and outcomes as far as possible and to the maximum people as possible. The participation of UIB in this section is to elaborate the Dissemination Plan and the continuous monitoring and evaluation of the dissemination activities developed by all the partners. In the same way, the UIB will actively participate in the dissemination of the results of the project through its own dissemination mechanisms and among the existing networks.

The team will design and implement a seminar addressed to Social Education and Pedagogy's students in the Faculty of Education in order to spread the MaCE model (co-creation, Indirect Approach  and Equality Literacy) and  its effectiveness  in  reducing  ELET  situations and improving teaching/learning processes.

The EIC team will be continuously coordinated with Spanish regional partners in order to evaluate and coordinate the development of the project at a regional level developing frequent coordination and follow-up meetings. The team will also actively participate in all the WPs in COSI.ed project: on training about the MaCE model (WP2) and in its adaptation to the Spanish target groups and role models (WP2), COSI.ed model implementation at a regional level (WP3), in designing a transferable COSI.ed model providing the results of the project at the regional level and transferring good practices (WP4), in promoting the use of the model in

Inclusive education and youth policies creating a specific working group with policymakers at the regional level (WP5) and the active participation in Collaborative Competence Groups (WP6).

In turn, the team will participate in the meetings for the management of the project and will provide all the information required to ensure the efficiency and quality of the project. Finally, the team will contribute to the financial management of the project by ensuring careful control of our organization's budget with consistent financial transparency and accountability measures. This will all be done with the continuous support of our Faculty's administrative personnel, which is highly experienced in the operational and financial support of European and Spanish funded projects.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Francesca Salvá-Mut | Francisca Salvá Mut has a PhD in Educational Sciences and is Associate Professor since 1996 in the Department of Applied Pedagogy and Educational Psychology at the Balearic Islands University (UIB). She has been Visiting Researcher at several international centres. She has had various responsibilities of academic management at UIB. Her main research areas are: Vocational education and training, School drop-out, Training and career paths, Young people with low education profiles and Gender, work and education. She has been Principle Investigator (PI) in the following projects: Pathways from Secondary Education into Employment. A Biographic Perspective (EDU2009-13312) (2010 a 2014) and Transitions to adulthood in knowledge societies: present and future of young people with low educational levels (EDU2011-5327-E) (2011-2013), funded by the National Programme of Fundamental Research of the Ministry of Science and Innovation. She was the PI of the Project Pathways leading to success in, or dropout from, vocational education at levels 1 and 2 (EDU2013-42854- R), funded by the Ministry of Economy, Industry and Competitiveness, the National Research Agency and the European Regional Development Fund (ERDF) in the national I+D+I framework (2014-2018). She has actively participated in international research networks (especially VETNET), and in international projects focused on the topic (advisor for the project EDUPLACES of the U. do Minho and for *The role of VET in reducing early leaving from education and training* (CEDEFOP). In addition, she has executed diverse actions to transfer the results and collaborative work with vocational education and training centres that have constituted, together with the project, a stable work group. She has published articles related directly with the topic of this Project in JCR journals and Scopus. |
| Elena Quintana-Murci | Elena Quintana-Murci- PhD in Inclusive Education and Assistant professor in the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB) since 2002 teaching subjects related to Inclusive Education, Training for Employment, Training and Labour Insertion and Gender Equality in the studies of Social Education and Pedagogy. Her research focuses on youth transitions to adulthood, early school leaving, gender and qualitative research. She has published in international journals and participated in national and international research projects based on early school leaving, vocational training, gender and youth transitions. From 1992 to 2019 she has combined her teaching with the work in the Public Administration as Coordinator of the Municipal Observatory of Equality, Technician of the labour area of the Municipal Observatory of Immigration of Palma City Council, General coordinator of the area of Education, Equality and Civic Rights and Immigration Technician. Current lines of research: Early School Leaving, Youth Transitions to Adulthood, Gender and Coeducation, Youth Educational and Labour Pathways and Qualitative Research. |
| Carme Pinya-Medina | Carme Pinya-Medina- PhD in Educational Sciences and Associate professor in the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB). Her Phd is based on teaching innovation and focused on the training of trainers from the perspective of the reflective professional and considering the assessment of the impact of training in innovative teaching practices. She is teaching in subjects related to teaching strategies, teaching innovation and reflexive practices. |

| | |
|---|---|
| | Her research focuses in Teacher's Training, Inclusive Education and Teaching Methodologies, Innovative Education and Qualitative Research. She has published in international journals and participates in national and international research projects based on her research topics. |
| Caterina Thomas Vanrell | Caterina Thomas Vanrell – Sociologist and PhD in Inclusive Education and Assistant professor in Social Education and Social Work. Her main research interests are international migration, transitions education to work and the application of mixed research methods in the social sciences. She is a specialist in the development of different themes of research from the perspective of social network analysis. She teaches on the principles of cooperative learning and inclusive education in subjects such as Training and Labour Insertion and Structure, Inequality and Social Exclusion. She has combined her work at the University of the Balearic Islands as a professor at the University of Toulouse (France) and has just finished a postdoc at the same university |
| Carme Rosselló-Rosselló | Carme Rosselló-Rosselló-PhD student and assistant professor in the fields of Qualitative Research and Teaching Innovation. She has been working in national projects on early school leaving from education and training. |

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last three years and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| National Programme for Research, Development and Innovation aimed at the Challenges of Society. Ministry of Economy and Competitiveness of the Government of Spain | EDU2013-42854-R (2014-2019) | "Pathways leading to success in, or dropout from, vocational education and from training in the education system at levels 1 and 2" | Low educational levels in Spain, particularly amongst young population, as well as the low levels of participation and qualification in Vocational Secondary Schools, make preventing dropout from these studies, a crucial issue. This project is focused on vocational training success and dropout pathways in Spain, particularly on young people following initial and medium vocational training programs (professional qualification levels 1 and 2). The main objectives of the project were: (1) to generate new knowledge about vocational training (levels 1 and 2) dropout and (2) to develop positive action proposals to prevent and reduce this dropout. Dropout from Initial and Medium vocational training is often associated with an inadequate choice of studies. Further, UIB has demonstrated the importance of engagement in order to prevent Early Leaving from vocational Training. Transition processes have become very complex and a growing part of the young population needs additional support in terms of personal and professional guidance to make transitions successful. The analysis of the difficulties faced by young people when starting a VET course, also allowed us to have a privileged approximation to the inadequacies of the current training offer and to the contradictory relationships between training and labour insertion. (more information about the scientific results of the project at: http://www.itinerariosfp.org/en/p/13/publicaciones-cientificas.html) |
| CEDEFOP | CEDEFOP- EU. 2014-2016. | "The role of VET in reducing early leaving from education and training" | The participation in this project allowed to understand the phenomenon of dropping out and early leaving from VET; to Analyze policies and measures to tackle early leaving from education and training through VET and to identify good practices and tools to support policy making at |

| | PTDC/MHC-CED/3775/2014 (2016-2019) | | national and EU levels. The main result of the project was the development of VET toolkit for tackling early leaving. Source of support to policy makers and education and training providers https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving |
|---|---|---|---|
| Fatima Antunes, Foundation for Science and Technology | PTDC/MHC-CED/3775/2014 (2016-2019) | «EDUPLACES/Educating Places: practices, voices and pathways of inclusive education" | The participation in this project allowed to identify successful practices in overcoming school failure and dropout; gathering perspectives from multiple actors (young people, professionals, members of partner organizations, teachers, families and other community members) about the dynamics, processes, factors and rationales contributing for the construction of the successful socio-educational practices under study; and characterizing the successful academic pathways of young people participating in the previously identified socio-educational practices; https://eduplaces.wixsite.com/eduplaces/objectives |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[10] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1 | Conselleria d'educació, universitats I recerca | Public institution at a regional level. Competences on Education | Palma | Spain | Dissemination and impact, policymakers participation in CCG |
| 2 | Servei d'Ocupació de les Illes Balears | Public institution at a regional level. Competences on Employment | Palma | Spain | Dissemination and impact, policymakers participation in CCG |
| | | | | | |

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[10] Please refer to the list of type of institutions at the end of this document.

# Partner number **- P 10**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| **Organisation name** | EAPN: European anti-poverty network-Illes Balears |
|---|---|

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

EAPN Illes Balears – xarxa per la inclusió social- is a non-profit organization composed by almost thirty organizations that works in the Balearic Islands helping people at risk of exclusion or in exclusion situations.

The aim of EAPN is the establishment of procedures to coordinate and connect the different non-profit organizations that work with people at risk of exclusion. Through that coordinate work they represent and defend the rights of the disadvantaged collectives in front of the local entities. One of these organisations is Fundación Patronato Obrero de San José, a non-profit organization founded in 1907 dedicated to addressing the needs of youth at risk of exclusion, providing multiple services to improve the different situations of vulnerability.

The main activity of the organisation is to offer counselling, vocational training and guidance for the labour insertion of young people with low educational level and school dropout experiences:

- 15 training courses to offer Vocational Training Certificates (level 2)
- Dual vocational training
- Program to support the social and labour integration of vulnerable youth -16 to 30 years old- through individualized, personalized and flexible itineraries of guidance and promoting the improvement of their social and labour skills.
- Program to support the social and labour integration of people at risk of social exclusion older than 30 years old- through individualized, personalized and flexible itineraries of guidance and promoting the improvement of their social and labour skills.
- Specialized Service of Social and Labour Insertion, funded by the Mallorca Institute of Social Services, to provide occupational and vocational training courses as a mechanism to support the social and labour insertion of people in a situation of vulnerability or risk of social exclusion.

In addition to the training, guidance and social/labour insertion of youth and people at risk of social exclusion, the organisation also offers:

- <u>Children's Service</u>: working with children between 0 and 18 years old and their families: CaixaProinfancia (workshops, therapeutically attention, summer camps, study groups, speech therapist, psychomotor attention) and SeDAI: provides a caretaking service for families that don't have a support network to help them looking after the children while the parents are working.
- <u>Housing support</u>: provides a temporary accommodation to homeless families or at risk to be homeless in a short period of time. A personalized plan is designed for the families to improve their situation and Food Bank.

The organization is part of different networks (EAPN-Illes Balears, EAPN-Spain and Incorpora) that will serve to increase the dissemination and impact of the cosi.ed project.

It currently consists of 50 employees, including teachers, pedagogues, psychologists, social workers, technicians and administrative staff.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

Patronato Obrero will participate in the COSI.ed project as a representative of EAPN in the Balearic Islands. The importance of its participation in the cosi.ed project lies in being, together with the Jovent co-operative also a partner in this project, one of the organisations that works with young people with a low level of education and with experiences of dropping out in the autonomous community of the Balearic Islands with the highest level of early school leaving in Spain, a touristic economy characterised by seasonality and a labour market that attracts and welcomes young people (mostly men) with low skills and where the educational opportunities offered to ELET youth are reduced.
The organization has extensive experience in youth vocational and occupational training and working with disadvantaged learners.

As an organization that works with young people at risk of exclusion, we will upscale Mace model being our target group ELET youth (16-24 years old) following vocational training courses in order to prevent dropout situations and to increase the re(engagement) in the formal educational system (Intermediate Vocational Training). Specifically, our role in the project will be:

1. Participation in the train for trainers about the MACE model and Indirect approach; we are going to collaborate with the other organizations of the cosi.ed project and learn these new methodologies.
2. Transference of the MACE model and indirect approach to our teachers and educators (role models). Doing so, they are going to be able to tackle their task with a new approach: to understand the ELET phenomenon and doing their practice based in a reflective point of view. Teachers and educators will help students to have a success experience getting a respectable job, reengaging with the formal educational system or having vocational training degree (level I or II).
3. Participation in the collaborative groups in order to spread out the MACE model and indirect approach. We will increase the role modelling effect of the teachers on the student at risk, reducing the chance of ELET. Our experience with ELET students will help to understand the situation of these students and how to help them to live a positive experience to reengage in the formal educational system (vocational upper secondary school or high secondary school).
4. Collaboration with the "Universitat de les Illes Balears" to spread the MACE model and indirect approach; EAPN will provide its experience while the university will offer the theory necessary to implement this new methodology.
5. To disseminate the project through all the entities that conform EAPN-Illes Balears and EAPN-Spain and all the organisations that for part of these networks.

In addition, the fact that our organization is part of EAPN will allow for a wide dissemination of the project while establishing the basis for its future implementation in other organizations that are also part of this network.

EAPN-Illes Balears will contribute to the financial management of the project by assigning two professionals who will spend part of their working hours (between 4 - 6 hours per week) to COSI.ed Project.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Andreu Grimalt Rosselló | Andreu Grimalt Rosselló, Master in Sociology. He is the technical director of EAPN in the Balearic Islands (European Antipoverty Network-Illes Balears) formed by more than 30 institutions working to combat social exclusion. He is also the coordinator of the Gadeso Foundation,  a non-profit association founded on |

| | 28/01/2002, whose main objective is the research of the socio-economic reality of the Balearic Islands. He has published different books related to Education, Active Citizenship and the situation of the Labour Market in a touristic economy. |
|---|---|
| Belén Borrás Hernández | Belén Borrás Hernández works as career guidance for young people -16 to 29 years- in the training service. She also has experience working with people with disabilities.<br>She is a social worker with a master in intervention with families and children; and a post-graduation degree in gender studies.<br>As a member of EAPN, she'll be applying the methodologies of the COSI.ed project at the organization where she works: Fundación Patronato Obrero de San José. |

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last three years and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| **Itinerario integral de Inserción 2017-2018 (Balearic Islands Call)** | PI/01-017 | Programa de inserción sociolaboral para jóvenes PI 01/17 | We provide guidance, occupational training and labor insertions for ESL students.<br>In two years (2017 and 2018) we attend to 245 young people with 70 labor insertions. |
| **Itinerario integral de Inserción 2019-2020 (Balearic Islands Call)** | PI/01-18 | Programa de inserción sociolaboral para jóvenes PI 01/18 | We provide guidance, occupational training and labor insertions for ESL students.<br>In the first year of the project (2019) we attend to 141 young people with 37 labor insertions. |
| **Professional certificates: occupational training courses.** | CIIIJ 03/19 - ELES0208<br>CIIIV 12/19 – HOTA0108<br>CIIIJ 01/19 – HOTA0108<br>CIIIV 11/19 – IMPE0108<br>CIIIJ 04/09 – IMPQ<br>CIIIV 07/19 – IMAI0108<br>CIIIV 09/19 – ELES0208<br>CIIIV 13/19 – HOTA0108<br>CIIIV 10/19 – IMPQ | Seven courses in different labor markets: hairdressing, esthetics, cleanliness, plumbing and electricity. | We provide the theoretical and practical education and knowledge needed to develop a profession. Students also have an internship in a company (80 hours).<br>105 students participate in those courses. |
| **PQI: programas de cualificación profesional (initial qualification program – occupational training)** | PQI Estética<br>PQI Peluquería | Two courses: hairdressing and esthetics besides general compulsory subjects (mathematics, English, Catalan, Spanish and natural science). | We provide the theoretical and practical education and knowledge needed to develop a profession.<br>Students also have an internship in a company (120 hours).<br>30 students participate in these courses. |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[11] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1 | Aula Cultural | Third sector organisation | Palma | Spain | Dissemination and impact |
| 2 | Creu Roja-Illes Balears | Third sector organisation | Palma | Spain | Dissemination and impact |
| 3 | Espiral | Third sector organisation | Palma | Spain | Dissemination and impact |
| 4 | Siloé | Third sector organisation | Palma | Spain | Dissemination and impact |
| 5 | Projecte Naüm | Third sector organisation | Palma | Spain | Dissemination and impact |
| 6 | Probens | Third sector organisation | Palma | Spain | Dissemination and impact |
| 7 | Projecte Home | Third sector organisation | Palma | Spain | Dissemination and impact |
| 8 | Intress | Third sector organisation | Palma | Spain | Dissemination and impact |
| 9 | Fundació Deixalles | Third sector organisation | Palma | Spain | Dissemination and impact |
| 10 | Fundació IRES | Third sector organisation | Palma | Spain | Dissemination and impact |
| 11 | SJD. Serveis Socials de Mallorca | Third sector organisation | Palma | Spain | Dissemination and impact |
| 12 | GREC | Third sector organisation | Palma | Spain | Dissemination and impact |
| 13 | Federació d'entitats d'atenció a la infància I l'adolescència | Third sector organisation | Palma | Spain | Dissemination and impact |
| 14 | Metges del Món | Third sector organisation | Palma | Spain | Dissemination and impact |
| 15 | La Sapiència. Fundació Social | Third sector organisation | Palma | Spain | Dissemination and impact |
| 16 | ASPAS | Third sector organisation | Palma | Spain | Dissemination and impact |
| 17 | CÁRITAS | Third sector organisation | Palma | Spain | Dissemination and impact |
| 18 | EAPN-SPAIN | Network | Madrid | Spain | Dissemination |

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[11] Please refer to the list of type of institutions at the end of this document.

# Partner number **- P 11**

*Please ensure that the partner numbering follows the same numbering as in Part A of the eForm and of the detailed budget table.*

| | |
|---|---|
| **Organisation name** | Sociedad Cooperativa de Iniciativa Social y Formación Ocupacional Jovent. |

## 2.1 Aims and activities of the organisation

*Please provide a <u>short</u> presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project, and of the expertise it will bring to the partnership.*

Sociedad Cooperativa Jovent is a non-profit organization that works to give response to the social and educative needs of youth people and other groups that have vulnerabilities, providing an organization that adapts to the needs of people in order to promote equal opportunities, improving the quality of life and social and professional integration. We work in Palma de Mallorca, especially in two areas called Son Gibert and Sa Indioteria.

The origin of Cooperativa Jovent dates back to 1979. From the moment it arrived, a series of social initiatives have been proposed in order to mobilize and unite the people and entities in the area so that they work together to benefit of Sa Indioteria, Palma. Cooperativa Jovent was created the 3rd March 1984, but since October 1989 it has been developing its activity as an education cooperative in the outskirts of the city of Palma.

Jovent is currently developing its activities based on three centers in the city of Palma: the Centre Jovent - in the Son Gibert district (Palma), Sa Midoneria – Casal de Barri Jovent - and the Centre d'Acció Social - both. in the area of Sa Indioteria (Palma).

1. Guidance, training and job placement programs: Through different programs the personal and professional development of vulnerable groups, especially young people, is promoted through individualized itineraries of orientation, training and job placement, offering contexts where it strengthens the bond and the commitment with the person, the flexibility to develop the processes and the permanent support until the insertion. There have been campaigns to disseminate and advertise the various actions, supported by the various documents that affect these programs, as well as the staff who also work there and support the orientation of young people through introductory sessions on hairdressing and styling. .
2. Socio-educational and community programs: Many programs are developed that combine socio-educational intervention with work with a territorial and community perspective to influence the improvement of the neighbourhoods where it operates. We work with different groups (children and young people, single-parent families, immigrants ...) offering a multitude of socio-educational, psychotherapeutic, community participation, etc. In collaboration and coordination with other entities. There have been campaigns for the promotion and promotion of these programs and support for the organization of different days and holidays within the framework of community projects.
3. Research-action and Innovation: Since 1998, the University of the Balearic Islands (UIB) has been working steadily and permanently, currently collaborating with three research groups in order to provide innovation, continuous improvement and consolidation of good internships at the entity. These are projects for the evaluation of actions, introduction of strategic or methodological improvements - especially in the world of ICT -, promotion of the practices of students of the UIB and promotion and participation in conferences, studies and publications. He has participated in the organization of the Conference on the Transformation of Educational Practice.
4. Political and social incidence: On the one hand, the entity is a founding member of the Network for Social Inclusion (EAPN-Balearic Islands) through which various actions and commissions of political and social advocacy are organized in collaboration with other entities in the Balearic social sector. On the other hand, the entity periodically organizes or participates in events, conferences, forums ... to stimulate debates and critical thinking around the needs of the vulnerable groups that it is attended to.

Cooperativa Jovent is an organization that has been characterized by its dynamism and challenges to be able to improve the situation of the most vulnerable. In this sense, and during the year 2019, we have made an impact on the following lines of action:

- Improve ourselves as a second opportunity centre for young people, with a clear pedagogical renewal through ICT and a comprehensive approach to their needs.
- Taking further steps to make Jovent a motor of social change, betting on being a reference in the fight against the early abandonment of education and training, and engaging with the Third Social Sector networks to promote better social in the area of the Balearic Islands
- Expand our intervention with more groups such as immigrant women or opt to provide services in schools with socio-educational workshops or school support
- To increase our interventions in the community, participating in five tables in the neighbourhoods where Jovent acts, developing actions in numerous days and solidarity markets, etc.

We want to make special mention of the number of young people at risk or with vulnerability factors taken care of throughout the year 2019.The forecasts for the reception of young people in the insertion itinerary service for young people aged 16 to 30 years are far surpassed. Initially, 368 young people were expected to attend 2019, when 573 young people of both sexes were actually treated, an increase of 155%, which offered them personal and professional guidance, training adapted to each profile and an accompaniment to the job placement. In addition, once the insertion itinerary, including the formations received, was completed, the result was 128 young people inserted / inserted in companies with contracts of more than a month, a number much higher than initially had planned.

This is possible thanks to the team of 26 professionals who work directly with young people. Within this team we have social educators, technical trainers, pedagogues, psychologists and psych pedagogues. All this work would be impossible without the 4 people who work in the administration and management of programs.

The young people with which Cooperativa Jovent works have several factors in one or different fields; so we can

a) In the family
- Young people who have a social and / or family disorder or have an unfavourable family situation (immigrants, housed in guarded flats, child protection centres, etc.).
- Young people who belong to families with little or no economic income, who suffer the consequences of the crisis severely, and who do not have the resources to establish an insertion process.
- Young people with stories of insecure and / or disorganized family ties. (emotional parental negligence - sometimes physical as well)
- Young people presenting stories of separations and loss of parenthood in a divorce.
- In the case of immigrants, separation from the mother before immigrating to Spain. Unresolved mourning (family, country, feeling of neglect ...)
- This implies a lack in their need for affective attachment to childhood and adolescence, which has made them unable to feel confident in life and in the world. There has been a lack of protection and affective security. Thus, it is not surprising that there is a lack of empathy and emotional regulation (which take place in interactions that have a secure affective bond), and the inclusion of some of them inside youth bands is also not surprising.

b) In the social field:
- Young people who lack basic patterns of adapted social behaviour
- Young people who generally value neither development nor intellectual knowledge (usually in defence of their failure at school)
- In the case of allots, the discomfort is expressed externally (behaviour problems) rather than in internal problems (anxiety, depression).
- They use violence as a way to resolve conflicts, especially as a way to achieve respect
- In some cases, they belong to groups that give them a sense of identity, security, and protection (the bands as para-family structures)

c) In the psychoeducational field:
- In general, gender bias and stereotyped attributions of gender roles
- Cognitive development at the stage of specific operations. If they have a level of formal operations, they rarely have it generalized beyond the tasks that require it

- They exhibit externalizing symptoms of psychological distress: that is, they have a history of disruptive behaviour in the classroom, high school absenteeism (sometimes also in elementary school), drug use, and risky, pre-criminal behaviour (reckless motorcycle riding, thefts that excite them ...)
- Young people with a lack of self-esteem and recognition that leads to a negative image of themselves. Self-esteem based on dominance / submission motivational system
- Moral development at the pre-conventional level. Rarely does one encounter students at the post-conventional level.
- Extrinsic motivation (based on rewards, benefits and punishments)
- Cognitive and emotional egocentrism. Little development of empathy
- As part of the rejection of the intellectual (perception of their incapacity) they do not value reflection to find a solution to the conflict
- They have a deep sense of abandonment, which results in very possessive partner relationships with dysfunctional anger at the possible actual or figurative abandonment of a partner (dysfunctional jealousy). This is the background of subsequent partner violence.

d) In the field of health and prevention:
- Young people with risky behaviours associated with drug consumption
- Young people with a lack of sex education who are at high risk for sexually transmitted diseases, unwanted pregnancies and various affective disorders
- Young people with cell phone abuse behaviours and Internet addiction
- A lot seeking adolescent motherhood for a transition to adulthood.

To respond to all this diversity, Jovent has developed an Itinerary of socio-labour insertion with the following devices:

**Information and reception office**: information on the Youth and other programs offered in our Autonomous Community. Guided tours of the programs. Referral and support to other resources.

**Development of personal and work skills**: development of a personal project of the future through experimental activities such as:

Guided guidance and individual and family guidance

Professional essay modules, for experiencing different trades and deciding.

Training in personal and work skills

**Support in the search for employment**

Non-work practices

Career guidance (how to do a job interview, CV, employee rights and duties, etc.)

Employment and Help Exchange and follow up for a good recruitment with advice for an active job search.

**Vocational training courses for employment**

In the Youth Center, up to 14 professional level 1 and 2 certificates has been developed primarily within vocational education and training

**Dual training**

The Dual Training program allows users to have a work contract and get a minimum degree. In 2018, there were 22 collaborating companies with which a training program was agreed, including nautical English.

It is within this context that Cooperativa Jovent wants to participate in this project. We think that with our experience, the professionals committed to the organization, the typology of the young people we work with and the management team involved in transforming reality through the education of the most vulnerable young people, we can contribute and have an important role in the COSI.ed project. We are especially interested to introduce the MaCE model and indirect approach in Early Leaving from Vocational Training situations, reduce the ESL rate and teach our teachers in this new methodology.

## 2.2 Role of the partner in the project

*Please describe here the role of your organisation and explain how you will contribute to the operational and financial management of the project.*

Jovent will participate in the COSI.ed project as a partner of the "Universitat de les Illes Balears".

As an organization that works with vulnerable young people, our role in this project will be focus in four activities:
1. Participation in the train for trainers about the MACE model and Indirect approach; we are going to collaborate with the other organizations of the COSY.edu project and learn these new methodologies.
2. Transference of the MACE model and indirect approach to our teachers and educators. Doing so, they are going to be able to tackle their task with a new approach: to understand the ESL phenomenon and doing their practice based in a reflective point of view. Teachers and educators will help students to have a success experience getting a respectable job, reengaging with the formal educational system or having vocational training degree (level I or II).
3. Participation in the collaborative groups in order to spread out the MACE model and indirect approach. We will increase the role modelling effect of the teachers on the student at risk, reducing the chance of ESL. Our experience with ESL students will help to understand the situation of these students and how to help them to live a positive experience to reengage in the formal educational system (vocational upper secondary school or high secondary school).
4. Collaboration with the "Universitat de les Illes Balears" to spread the MACE model and indirect approach; Jovent will provide its experience while the university will offer the theory necessary to implement this new methodology.

Cooperativa Jovent also will lead WP3. This is the regional implementation of the model and this involves the following activities:
1. Regional training seminars on EL and IA with the role models and educational staff
2. Role models interview young people (target groups)
3. Local seminar to share and disseminate the experiences of building/analyzing the life stories
4. Partners monitor the process by interviewing the role models and/or educational staff and pass information on to CCGs
5. Partners monitor the process by focus interviews of the target groups and pass information on to CCGs

Jovent will contribute to the financial management of the project with two professionals that they are going to dedicate part of their working day (between 4 - 6 hours per week) to COSI.ed Project.

## 2.3 Operational capacity:  Skills and expertise of key staff involved in the project

*(Please add lines as necessary)*

| Name of staff member | Summary of relevant skills and professional experience *(related to the domain of the project)* |
|---|---|
| Miguel Angel Rayó Bordoy | Manager of the Cooperativa Jovent; he is Pedagogue and teacher.  He coordinates all dual training vocational programs and he is also responsible for management and reporting of projects. He has been working in Jovent for thirty-five years. He started teaching Spanish, Mathematics and, later, computing. He has been the tutor of the UIB's training students of Pedagogy and Social Education studies since 2001. He has published several documents, including "Evolution of the Youth Socio-Cultural Project. The revitalization of the Sa Indioteria neighbourhood". He left teaching seven years ago and focuses his job in the coordination area. He is also responsible for the entity's new technologies and the implementation of ICTs in training courses. He represents Cooperativa Jovent in national networks as Federación Coraje and Red Conecta. |
| Maria Magdalena Alfaro Vicens | Member of the guidance team of Cooperativa Jovent, she is pedagogue. She is a professional in charge of offering students, who require it, an accompaniment to find educational options outside the resources offered to Jovent adapted to their needs and potentialities. It is responsible for enhancing the self-knowledge and the autonomy of the person in order to be able to make a coherent formative |

| | choice and with expectations adjusted to their situation. On the other hand, it also develops the dissemination and advertising of the services offered by Jovent. |
|---|---|

## 2.4 Operational capacity:  Involvement in previous projects

*Please list the projects connected to the selected objectives of the Call, which have been implemented by your organisation (or department) in the last <u>three years</u> and provide a short description of the project's impact and achievements.*

*(Please add lines as necessary)*

| Programme or initiative | Reference number including year of award | Project title | Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.) |
|---|---|---|---|
| Convocatòria processos d'acompanyament 2017-2018 (Balearic Islands Call) | PI/01-17 | Processos d'acompanyament a la inserció Jovent. | We provide guidance, occupational training and labour insertions for ESL students. In two years (2017 and 2018) we took care of 986 young people with 74 labour insertions. |
| Convocatòria procesos d'acompanyament 2019-2020 (Balearic Islands Call) | PI/02-18 | Processos d'acompanyament a la inserció Jovent | We provide guidance, occupational training and labour insertions for ESL students. In two one year (2019 – the project is not finished yet) we took care of 518 young people with 81 labour insertions. |
| Convocatòria formació dual basat en un règim d'alternança amb l'ocupació en empreses de sectors estratègics (several Balearic Island calls) | FDS 23/17 FSD 30/17 FSD 31/17 FDSE 05/17 FDSE 06/17 FDS 12/18 FDS 12/18 (Balearic Islands Calls) | Seven programs of dual vocational in the sailing labour market | We provide dual occupational training while they get a job contract for 12 months. In total, 116 students have participated in this program |

## 2.5 List of associated partners

*These organisations may provide the partnership with facilities or assistance that enhances the quality of the work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).*

| Nr | Name of organisation | Type of institution[12] | City | Country | Role in the project |
|---|---|---|---|---|---|
| 1 | Federación Coraje | EPLUS-NFP | Madrid | Spain | Dissemination |
| 2 | Norte Joven | EPLUS-NFP | Madrid | Spain | Dissemination and impact |
| 3 | Norte Joven Mieres | EPLUS-NFP | Mieres | Spain | Dissemination and impact |
| 4 | Asociacion Main | EPLUS-NFP | Las Palmas | Spain | Dissemination and impact |
| 5 | Menesianos | EPLUS-NFP | Valladolid | Spain | Dissemination and impact |

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[12] Please refer to the list of type of institutions at the end of this document.

# PART 3.  Award Criteria

**Please note:** Each comment box in Part 3. <u>must be limited</u> to a **maximum of 20 000 characters with spaces,** if not stated otherwise. On average, this equals about 3000 words in English.

Comment boxes **3.1.1 to 3.1.3** must be filled for **both Lot 1 and Lot 2**.

Comment boxes **3.1.4 to 3.1.6** must be filled for **only Lot 1**.

Comment boxes **3.1.7 to 3.1.10** must be filled only for **Lot 2**.

*Under this criterion, partners need to state the relevance of their proposal in relation to the chosen general and specific call objectives. Partners need to provide evidence of the effectiveness of the selected good practice(s) to be upscaled **or** the proposed innovation and explain how the expected results have the potential to feed into relevant policy agendas.*

**Lot 1 and Lot 2**

### 3.1.1 Purpose

*Please outline the **purpose** of the project and explain how your proposal is relevant to the chosen general and specific objectives of the Call. Please explain the challenges that the project addresses and your particular rationale for addressing them. Make sure that the features of your project are consistent with the features described in the call. Provide evidence of the need (needs analysis) and show how the project will address it.*

COSI.ed will uspcale the proven good practice from the Erasmus+ project; Marginalisation and Co-created Education (MaCE) of socially including disadvantaged learners to excel at school and work. Through the partners in COSI.ed we will upscale the model to local, regional, national and European policy level.

The upscaled good practices and European common values will ensure that disadvantaged learners in vulnerable positions in transition will be include through the co-creation process implemented hand by hand with diverse educational staff, with different backgrounds and educational level, in order for them to find their place at school and/or work. Furthermore, COSI.ed is expected to influence national and institutional social inclusion policies. The COSI.ed model and experiences into new targets groups, contexts and regions in order to make a sustainable model applicable as policy for all of Europe.

The results obtained in Erasmus+ project MaCE allow us to state that this participatory approach helps to reduce power differentials between teacher and learner by co-creation between the two. MaCE have so far completed with 35 students, with only one not completing due to serious life-threatening illness. In the current year of students, all 20 are on track. This is a small statistical sample, but is still high in completion. Usually there is a high risk for dropout at both bachelor and master education, with first generations of students being the one group that has the highest dropout rate. In the surveys there are a high satisfaction rate about the MaCE-model and in the qualitative interviews the students underlines how the project has helped them in not only doing their degree, but also to be better prepared for work as well as seeing that going on to a master or PHD can be within their reach. They feel more confident having worked side by side with role models in research.

The initial hypothesis, on which the COSI.ed project is built, is that co-created education and training in which disadvantaged learners take part, educational staff, stakeholders and policymakers will contribute to educational and social inclusion of those groups who are usually marginalized. Furthermore, the aim of this project is to reduce Early Leaving from Education and Training (ELET) and to facilitate young people's transitions to adulthood by improving both their educational and employment pathways in selected European region. The results obtained in this project will facilitate the transfer of this model in more European contexts facilitating effective methodologies, tools and good practices for its application. In order to achieve this goal, we aim to promote compliance with the following objectives:

- To upscale COSI.ed model to regional institutions in 5 new countries by the end of the project period

- To significantly reduce ELET at different levels of the education system in the test arenas

- To increase the percentage of students to complete/stay in education when compared to groups in the same education pathways WITHOUT the COSI.ed methodology (based on the national, regional or local statistics)

- To develop collaborative methods of co-researching and co-creating with youth, educational staff, researchers, stakeholders and policymakers

- To contribute to the development of a more inclusive and egalitarian educational model adapted to the needs and society of today

- To redesign the current model to be applicable in the different social and geographical contexts of Europe, in different disciplinary areas and in different types of institutions by providing effective tools, guidelines and scientific evidence

- To work with and towards policymakers at different levels to implement the methodology at the systemic level in order to include the model in future inclusive education policies

The project devotes special attention to students from disadvantaged backgrounds. These students have a higher risk of dropout than other students and different teaching and learning methods are therefore required. The MaCE project has successfully recruited disadvantaged students as co-researchers, which have yielded very positive results.

European efforts to prevent social exclusion must take place in contexts where we learn from those who live with the consequences. Our project will embed social innovation by developing a new methodology in practice-co-creation. We will achieve this by collaborating with a defined target group in each country among those experiencing or at risk of experiencing social exclusion.

Innovative ideas often come from outside the social environment in which one is a part. If we are to decrease ELET rates, we need to draw in experiences from outside the educational situations and firmly embed them within the project. Across all of Europe, educational organisations need to make teaching and research in closer contact with the society that surrounds them (Copus et al 2016). In this project we create social innovation by changing our focus, by interdisciplinary approach, listening to the young people in question and by modelling social inclusion within our own organisations.

Innovation research shows that radical innovation often arises when ideas and concepts drawn from the social world penetrate a given area of knowledge and transform it, through new critical perspectives and fresh approaches. As Prahalad & Ramaswamy (2004) suggest, innovation often occurs when customers and companies develop services together. In social science research the tradition is to produce research *on* the subject rather than undertaking research in collaboration *with* the subject. When the role the partners (HEI and educational organisations) play in both minimising and reproducing forms of social exclusion is critically evaluated, there is more we can do to address the internal barriers encountered by and improve relationships with marginalised students. The way we educate professionals, may–if implemented without significant efforts and critical thinking–compound social exclusion by reproducing 'them' and 'us' paradigms.

This project seeks to disrupt this dualistic paradigm by developing a subject–subject relationship with our target groups. Our project will value educational staff as both informants and co-researchers and will utilise their insights, knowledge and experience with disadvantaged learners to further develop our approach. International research on the effects of co-created services evidences the value of this (Matthing et al. 2004 AUH, S. et al. 2007, Carbonell et al. 2009). These findings suggest that when service-users own experiences and tacit knowledge is translated into service provision, services are experienced as more original, attractive and useful than services developed and imposed in a 'top down' approach (Matthing et al. 2004 AUH, S. et al. 2007, Carbonell et al. 2009).

Similarly, in this project students with ELET experience and teachers trained in the model work together as co-researchers to improve subject–subject relationships with young people experiencing ELET and marginalisation. By working together, we will develop a new methodology in practice-co-creation. The main goal will be to replace dominant paradigms of ELET young people with new knowledge that prioritises relationships with them. Through our

transnational partnership, we will produce comparative region-to-region descriptions of young peoples' own subject-experiences that will provide an evidence base for the development of relationship models and recommendations for service provisions which we will disseminate to all key stakeholders.

Recruiting the students as co-researchers also provides teachers with new teaching methodologies to teach diverse student groups, which also includes socially disadvantages learners.

Part of the challenge is that most teachers do not come from disadvantaged backgrounds or have a history of early school leaving. Therefore, it can be challenging for them to understand the needs of the students from such backgrounds. The short-term aim is to change the way teaching is conducted to have a higher retention and graduation rate. Because more students with a disadvantaged background will earn a degree, more will be eligible for teaching positions. Thus, in a longer time-frame, the project wants to widen the base from which teachers are recruited and have more teachers with an ELET background in the teaching profession. Not only will these teachers have a better understanding of the challenges, but they will also have the training to address these challenges and be facilitators of change.

## Needs analysis

Young people grow up in a very different world from that of their parents (Guest, 2016). One of the key developments in the Communication "Strengthening European Identity through Education and Culture" is that automation and digital services means that some jobs are disappearing, and new ones are created. Lower-skill jobs and manual labour jobs are especially affected, while new jobs require more flexibility, a willingness and ability for life-long learning and a different and more complex skill-set. Cedefop affirms the 65% of children entering primary school today may ultimately end up working in completely new types of job that do not yet exist. A new society requires developing new skills, nowadays the skills employers demand from applicants are teamwork and adapting to change (flexibility) and the adaptation of education systems to these new demands is essential.

Thus, education and training are more important than ever for individuals to have the right skill-set for the labour market and to ensure social inclusion. At the same time, vulnerable groups are disproportionally affected by the new trends in the labour market and have traditionally been underrepresented in the higher education system. The underrepresentation of vulnerable groups in higher education comes at a high personal and societal cost and hinders people from realising their full potential.

Across the globe, workers with an upper secondary education earn higher salaries than those with a lower level of education, and in every country, unemployment decreases as educational attainment increases (OECD, cited in Woodman & Wyn, 2015, p. 20). Globally, from being a privilege for the few, education has progressed to become an accessible option for all (UIS (The UNESCO Institute for Statistics). The expansion of formal education is characterized by the higher rate of entry to higher education, transforming our world into `a schooled society' and dramatically altering human life (Baker, 2014). This context also creates the concept of ELET as a global phenomenon that threatens to have a decisive impact on the lives of young people.

Early leaving form education and training is identified as a problem, both by the EU and the UN. According to the Europe 2020 strategy, the ambition is to reduce ELET to 10% and to increase the share of 30-34-years old with a tertiary degree to 40%. Although the ELET-rate has dropped, some countries and regions still have drop-out rates above the EU average.

The COSI.ed project also responds to the UN Sustainable Development Goals, and specifically Goal number 8, Target 8.6. "By 2020, substantially reduce the proportion of youth not in employment, education or training".

Equity and social inclusion are part of the European value set. It has been recognised that a new and more inclusive approach is needed. The need for "quality and inclusive education, training and lifelong learning" is stated in the European Pillar of Social Rights. As stated in the Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching (2018/C 195/01): "Ensuring effective equal access to quality inclusive education for all learners, including those of migrant origins, those from

disadvantaged socioeconomic backgrounds, those with special needs and those with disabilities — in line with the Convention on the Rights of Persons with Disabilities — is indispensable for achieving more cohesive societies".

There is evidence that those who are successful at school primarily come from higher socioeconomic backgrounds (Broer, M., Bai, Y., & Fonseca, F., 2019; Chung, K. K. H., 2015). This factor influences their success at school in terms of engagement and grades, in turn influencing their performance in upper secondary school (Alexander, K. L., Entwisle, D. R., & Horsey, C. S., 1997; Benner, A.D., Boyle, A.E. & Sadler, S., 2016). From this perspective we argue that the educational system reproduces inequalities, and that those struggling have experienced a lack of social inclusion.

In order to make education more inclusive, educational staff need more competence on how to understand the young people, include them and give them voice. Through the co-creating with universities, regional organisations, teaching staff and young people, the model will be tested. The importance of co-creating with young people is underlined to understand and include them giving them voice, as well as supporting educational staff in addressing diversity and making it a base for strength. We look at young people in different places in their lives, with the common factor of transition, when they are most vulnerable. They are from different regions throughout Europe, rural, urban, poor, and wealthy- giving the project ample opportunity to upscale the COSI.ed model to policy level.

The prevention and reduction of ELET is a priority objective in the European Union because of its significant individual and social impact. ELET are more likely to be unemployed or inactive; to be in precarious and unstable jobs; to be low-skilled workers and to be linked to social exclusion and poverty. ELET carries along significant social costs, both individually and societally.

The countries participating in this project present diverse situations related to ELET. Poland is one of the countries with the lowest rate (4.8%). Denmark and Norway have a percentage equal to or less than 10% (close to the EU average). Portugal represents one of the countries that has made a greater effort to effectively reduce ELET and to achieve the European objective of 10% with an average of 11.8% in 2018. And finally, Spain with one of the highest rates (17.9%).

The Education and training 2020 strategic framework urges EU Member States to reduce ELET to 10% (to 15% in the case of Spain) to improve the quality and efficiency of education and training and to promote equity, social cohesion and active citizenship. Furthermore, proposes to the member states the implementation of the Council Recommendation (2011/C 191/01) on policies to reduce early school leaving including:

- To identify the main factors involved in ELET and monitor its characteristics at a national, regional and local level in order to develop effective evidence-based policies.

- To implement comprehensive strategies including both prevention and intervention measures, also compensation actions with the objective of reengage youth into educational system. These strategies must include appropriate actions in order to give a response to youth at risk of ELET and implemented both in General Education and in Vocational training.

- All these actions must involve teachers, educational staff and stakeholders and the need to be included in relevant policies addressed to young people.

**Skills Development** represents the training and education activities of the country and the immediate outputs of that system in terms of the skills developed and attained taking into account **basic education** (quality, participation and achievement in compulsory education: pre-primary pupil-to-teacher ratio; share of population aged 15-64 with at least upper secondary education; and reading, maths & science scores) and **training and other education** (participation and achievement in lifelong learning activities: participation in recent training; participation in VET; and achievement of high computer skills). Countries participating in COSI.ed project present different levels of Skill Development (Denmark: 71,75; Poland: 51,91; Spain: 43,41 and Portugal: 40,76).

In addition, the European Skills Index (ESI) is Cedefop's composite indicator measuring the performance of EU skills systems. The ESI measures countries' "distance to the ideal" performance. The ESI consists of three pillars; skills development (training and education

activities in the country and outputs generated including compulsory education and lifelong learning activities), skills activation (transition from education to work indicators) and skill matching (degree of successful utilisation of skills), each of which measures a different aspect of a skills system. In this sense, partnership in cosi.ed project also represents diverse situations, Denmark representing a country with a high performance, Poland and Portugal as Middle achieving countries and Spain as a low achieving country:

- Denmark ranks 7th, ranking 5th in Skills Development, 4th in Skills Activation and 17th in Skills Matching.

- Poland ranks 8th, thus occupying the first position in the "Middle-achieving" group of EU Member States. It ranks 17th in Skills Development, 15th in Skills Activation and 5th in Skills Matching.

- Portugal ranks 21st, occupying the last position in the "Middle-achieving" group of EU Member States. It ranks 24th in Skills Development, 20th in Skills Activation and 23rd in Skills Matching.

- Spain ranks 28th out of 28 Member States, with low scores for all three pillars. The low scores place Spain in the "low achieving" countries group at EU level.

Although Norway does not appear in the European Skills Index (CEDEFOP, 2018) the data provided by PISA 2018 Report (OECD, 2018) and by Education at a Glance (OECD, 2019) demonstrate the country's good level on competence development:

- Students in Norway scored higher than the OECD average in reading and mathematics and not significantly different from the OECD average in science

- A teacher/student ratio below the average of the OECD countries

- A high educational level of the population (46% tertiary studies), high participation in lifelong learning and a low level of early leavers from education and training (10.9%)

- Good transitions education to work

- but finding the high influence of the social background on the educational outcomes and job negative impact on family life as aspects to be improved

The application of COSI.ed model will also contribute to the development of new and better skills and the improvement of educational system facilitating inclusive strategies applicable to diverse realities and contexts.

In addition, the project presented also attempts to respond to the goals set out in the 2030 Agenda for Sustainable Development. These are adopted by all the UN Member Stats and specifically act both directly and indirectly: to ensure an inclusive and equitable quality education and to promote lifelong learning opportunities for all; to achieve gender equality; to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; to reduce inequality within and among countries and to strength the means of implementation and revitalize the global partnership.

Based on our argumentation above, we claim that the Cosi.ed project responds to the indications and priorities of the European Union and of the present call for proposals since it seeks to upscale MaCE Model that have proven its effectivity and transferring it into a new, improved COSI.ed model applicable to a local, regional and European level. The main objective is to implement an effective methodology in order to reduce social disadvantages and ELET, smoothing youth transitions, as well as re-engaging young people with drop-out experiences into the educational system.

### 3.1.2 Target groups

*Please clearly name your target groups and provide a need analysis. Explain how the issues addressed in your project are realistic and relevant for the immediate and indirect target groups. Please provide figures for the target population(s). Please provide evidence, which shows that the best practice(s) or innovation(s), which your project will build on, are effective. Explain why and how the selected best practice(s) or innovation(s) will address the identified problems/challenges.*

There are both immediate and indirect target groups for the project. The immediate target groups in COSI.ed will be disadvantaged learners in transition, who are at risk of not completing their educational pathway and educational staff working with the disadvantaged learners being role models. The latter will be presented under 3.1.6. Firstly, we will present the immediate target group, and then the indirect target groups like other educational institutions, social services and job centres and national curriculum designers towards the end.

For the disadvantaged students each participant country will have different age groups in different contexts, educational pathways seated in different regions. This will ensure that the model will engage with several forms of diversity. Further on we present the national immediate target groups.

Totally we know that each direct target group (1 in Norway, Denmark, Poland and Portugal and two in Spain) each will have about 10-30 young disadvantaged learners. For Denmark there will be between 10-20 young people and for the other countries about 20-30 young people. This amounts to at least about 130 young people in the immediate target groups.

The objective of the project is to prevent and reduce Early School Leaving from Education and training (ELET), which is also a priority objective in the European Union because of its significant individual and social impact. ELET are more likely to be unemployed or inactive; to be NEETS; to be in precarious and unstable jobs; to be low-skilled workers and to be linked to social exclusion and poverty. The Education and training 2020 strategic framework urges EU Member States to reduce ELET to 10% (to 15% in the case of Spain) to improve the quality and efficiency of education and training and to promote equity, social cohesion and active citizenship. As can be seen from the table below Spain in particular, but also Portugal, has national numbers that far exceeds the European average and goal. Norway and Demark have a lower rate than the EU average, however, the target groups are, as is described below, from an area that is above national average. Poland is, on the other hand, an exception in this project because of relatively low ELET rate at the national and regional level, but does have certain target groups that are at high risk of becoming part of the ELET-group.

The Cosi.ed project responds to the indications and priorities of the European Union and of the present call for proposals. The project focuses its action on the active collaboration of the target groups and the role models through co-creation practice, as well as the involvement of the policymakers.



**Early leavers from education and training**
(% share of people aged 18-24 years by sex, 2018)
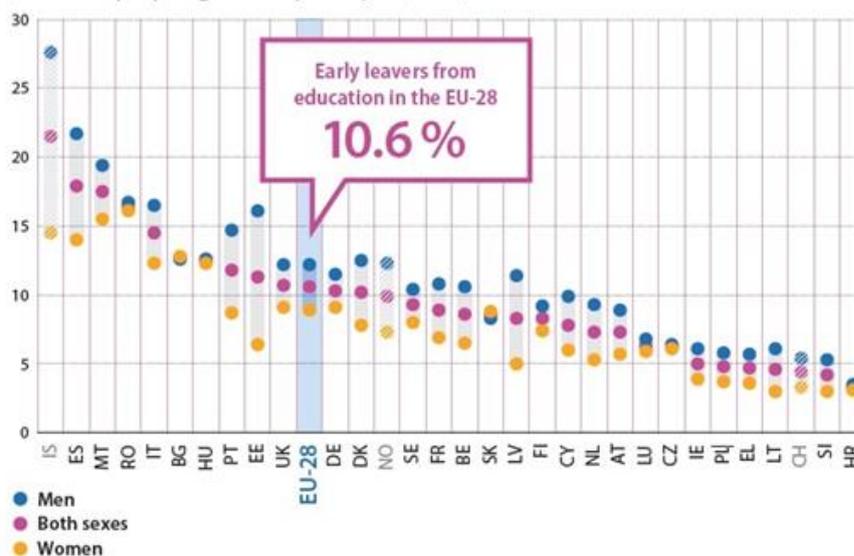
The project seeks to have an impact on several levels of the educational system and the target groups varies for each country. Below we have described the target groups and settings for the COSI.ed project in the different countries.

Portugal will upscale the COSI.ed model in a Second Chance School, a compensatory response to early leaving from education and training that exists for the last 11 years and was recently adopted by the Ministry of Education. Young people attending this school are 15-25 years old, low qualified, at risk of ELET, residents in municipalities of the Metropolitan Area of Porto, and usually referred to the school for their risk of social exclusion by educational, judiciary or social security local services and institutions with competences in matters of childhood and youth. In 2018, Portugal ranked in the 22nd position of the EU-28 in ELET rates with an average of 11.8% and a large disparity between women (8.8%) and men (14.4%). Portugal was the EU country that reduced the most its ELET rate in the last decade (19.1 p.p since 2009), mainly as consequence of national policies to raise qualifications such as the extension of compulsory schooling to 12 years (age 18), and the reinforcement of vocational education. Grade repetition is still a problem. Despite considerable improvement, in 2018, 6% of students attending lower secondary education were in vocational tracks as a response to a history of two or more grade repetitions, with 30.4% of these students being 17 years old or older. After complex educational trajectories, many left the education and training systems at the age of 18, without completing upper secondary school. In 2017, 12.6 % of 18-24 year olds who completed lower secondary education were not enrolled in any education or training, increasing their risk of social exclusion. Students from disadvantaged sociocultural backgrounds are the most affected for their low schooling expectations and life projects, together with school failure and reinforced by families and schools' low expectations.

In Denmark, the COSI.ed-model will be upscaled in a new institution called FGU, "Forberedende Grunduddannelse", which can be translated to "Preparing Basic-Education". The institution is a new construction, and each FGU institution in Denmark embraces several municipalities. The institution gathers all earlier efforts on the target group in one institution. Young people attending this school are aged 15-25 years old. It is young people who has current challenges and who needs to develop either professional skills and/or social skills, before they are ready to attend further ordinary education or employment. The target group is characterised by great dissimilarity in the matter of socioeconomics belongings, in interests, resources and expectations for their own future. The challenges in the Target group are very different, ranging from vocational and cognitive challenges to health conditions, personal and/or social challenges that places them in risk of becoming ELET. Often it is young people who needs a new environment or a new way of learning to develop skills and competences. A unit under the respective municipality clarifies the young people, and decide whether it´s realistic, that they, in a period within two years, will be able to start on ordinary education or unskilled job.

In 2018, Denmark was ranked the 18th position of the EU-28 in ELET rates also with a large disparity between women and men. In Denmark, the rate has a negative development in the period 2013 – 2018. The rate has gone from 8 % in 2013 to 10 % in 2018, and we consider that as a complex problem, that calls for action. The COSI.ed model can be used in this context because the Equality Literacy models as well as the "indirect approach" in COSI.ed will be suitable to the target group because of the alternative approach to young people. The method will make us closer to the young people and provides a better understanding of their challenges. This will provide more flexible and personalized training plans according to each young people's individual needs and plans. In FGU the school day is in many ways like a day in a practical production-cooperation, the FGU-schools offers teaching and working in different themes like business and tourism, creative artwork, techniques and mechanics, service and transportation, healthcare, food and environment in between more traditional subjects and the possibility of practice. The model will address the challenges in various ways. It will facilitate an approach that is useful for both teachers and young people. The young people will be trained to express themselves and their needs, and the teachers will be trained to understand life stories and background-conditions for the young people, providing them to make positive supportive relationships.

In Poland, the target group are students from 7th and 8th grade (14-15 year-olds) in public primary schools at the transition point to secondary education and, at the same time, beneficiaries of care and day-support facilities. These students are facing two kinds of risks. The first are linked to the consequences of the last structural reform of the education system that probably will increase school drop-out. The second are related to the family disadvantage. In Poland, the early leaving from education and training rate is one of the lowest in Europe (4.8% - 2018), therefore our activities will target high risk learners who face the accumulation of various individual and systemic factors which put them at higher "potential" risk of ELET. The last reform of the Polish education system, which resulted in the liquidation of a lower secondary school and the reinstatement of an eight-grade primary school, put students in the last years of primary school at a particular disadvantaged position. On the one hand, they have to prepare for a new type of examinations to graduate from primary school and enter the secondary school. On the other hand, tracking has been accelerated by one year, which, in the light of the research, significantly increases the risk of school dropout. The first selection threshold to different education tracks occurs between primary and upper-secondary school at the age of 15. The choice of secondary school plays a decisive role for further educational and professional career and remains strongly influenced by parents' socio-economic status. Secondly, children who are in the care system and/or whose families are in contact with the welfare system are particularly at risk of educational exclusion and ELET. For this reason, our disadvantaged learners will be recruited among beneficiaries of care and day-support facilities. These facilities are a part of Polish family support system, aimed at providing assistance in care and upbringing of children raised in families in multi-problem situations who do not provide sufficient childcare and educational support for their children. Due to that, children and young people under care face various developmental and educational challenges, which frequently result in severe school failures. Therefore, children and young people under care of day support facilities are a high-risk group.

The COSI.ed model is well equipped for this context. Public schools and care day-support facilities might use COSI.ed model and "indirect approach" methodology as valuable tools for working with young people, enabling them to overcome traditional barriers between learners-teachers, youth-youth workers and develop more needs-oriented approach to prevent educational and social exclusion of disadvantaged learners. Thanks to its methodology based on participatory approach, building positive relations with educational staff (teachers, tutors, youth workers), the project has the potential to overcome the feeling of discouragement towards the school and the learning of disadvantaged learners and help them realize their potential. By telling their stories and participating in the Collaborative Competence Groups, learners will get the chance to take part in activities that are meaningful not only for them but also for other students at risk.

In the context of the Balearic Islands (Spain), we will upscale the MaCE-model in third-sector entities that develop vocational training courses (out of the educational formal system) in order to increase the re(engagement) of ELET youth (16-24 years old) in the formal educational system (Intermediate Vocational Training). Spain has one of the highest Early School Leaving (ELS) rate in the European Union. In 2018, ESL rate stands at 17.9% vs the 10.6% of average in EU countries. In the Balearic Islands, this rate is even higher, 24.4% (INE, 2018). There is an insufficient percentage of people with post-compulsory studies (including vocational training), being almost the half in comparison with the European average (22.3% vs. 46.4%) (INE, 2015 and EUROSTAT, 2015). Furthermore, there is a low participation rate in vocational training, the 35% vs the 48% for EU countries average (Cedefop, 2017) and 46% for the OECD average (OECD, 2017). Moreover, the dropout rate in Vocational training is also high. In this sense, a recent research developed in the Balearic Islands (Salvà-Mut, 2018) concludes the 29.7% of the intermediate vocational training student's dropout between the first and the second year and the 43.9% after three years of starting vocational training. Despite this situation, educational and training opportunities for those who do not obtain the compulsory secondary education credential are scarce in Spain. Third-sector organizations are responsible for the management of many of the educational programmes in second chance schools offering counselling for ESL students and a variety of vocational training courses that allow youth to access to the labour market and it is also an alternative pathway to (re)engage them into the formal educational system (preferably in intermediate vocational training). But evidence shows a very low number of students finally (re)engage in the formal educational system.

Recent research has highlighted the influence of student's engagement on the reduction of dropout from vocational training and the priority of increasing youth participation in vocational secondary education to decrease Early Leaving from Education and Training- ELET. In order to achieve these goals, it is essential to work in networks, encouraging the collaboration between formal and informal education emphasizing the central role of the community and to promote the active participation of students. The development of Mace Model through the application of Co-creation, the Indirect approach and the Equality Literacy has shown its effectiveness in increasing student's engagement and youth re-engagement into the educational system and in improving higher education institutions' retention rates.

In this way, we consider the application of Mace Model will improve educational and labour pathways of our target group and to the improvement of the teaching-learning processes in this educational stage considering youth voices. We assume that upscaling the COSI.ed model to the Spanish context will contribute to:

- Improve teaching, learning and assessment processes in third sector organizations
- increase the role modelling effect of the teacher on the student at risk, reducing the chance of ELET
- increase the Role Model Teachers knowledge of the situation of the student, reducing the chance of ELET
- increase the student's identification with their educational and labour pathway improving their self-confidence and self-esteem
- increase the number of vocational training students who reengage in the formal educational system

Norway is a bit like Denmark, a little bit below the EU-average about ELET. As can be seen from the figure above, there is a considerable gender difference in Norway, boys struggling more than girls. We also know from national surveys that vocational education students struggle the most, as many of them come from a low socio-economic background with low grades applying for and entering the schools. They also drop out more frequently. The target group in Norway is students in a vocational upper secondary school in a rural area in the south-east of Norway. The area is known for the population having quite low socio-economic background and that with high unemployment. The strand the students are attending is for carpentry /builder, and the students attending usually have very low marks, more than the average vocational schools. Another aspect is that they usually all are male, and some first generation immigrants. The transition for these students is from lower secondary school and from their second to third year when they need to find an apprenticeship placement, which will be hard. The students attending this strand are more likely to drop out or not to find work after completion than other strands. The use of the COSI.ed model for these disadvantaged learners is applicable since the students need to find a way to voice their experiences to enable the school and teachers to understand how to include these students. The students themselves will learn about their educational pathway, how to work on improving both their schooling and in life in general. Even if the students complete, they need this awareness since getting a job in the area is difficult, and through the training, they will develop personal resources in bettering their situation and be socially included. Research done in this region (Bunting & Moshuus 2017) show that many of those struggling lack relevant network. This is one of the issues the model address- how to build and improve your own possibilities- among others by networking.

**Other indirect target groups**

One of these are the educational staff, experiencing how the COSI.ed model will enable them to translate their student's experiences into how to include them and help them learn and develop. That means that the indirect target groups will more than triple in the different educational institutions being part of the project.

As can be seen from the associated partners in each partner description, all the partners have extensive networks which they will disseminate the findings to. On top of that the Universities will present the project's model at research conferences, to other universities, as well as publish scientifically articles and populistic articles in order to reach a greater audience. The material and social media, described in WP7, will also meet a greater audience as policy makers that are not directly involved with the project.

Other educational institutions in the region, social services, job centres already cooperating with these institutions will learn about the model, thus being indirectly involved. Through the

policy work, we aim to reach also regional and national curriculum designers and policy makers.

### 3.1.3 European Added Value

*Please describe the European relevance of the project as well as the need for European cooperation and the benefits of it. Please also describe the potential transfer of results to countries not involved in the project. Where appropriate, explain how the proposal could feed into the relevant EU policy agendas.*

The COSI.ed project will have an impact on several levels and contribute to European Added Value in the following ways.

**Upscaling:**
Upscaling good practices to a European level is an added value since the additional value would have been otherwise created by the member states and institutions involved in COSI.ed alone. Additionally, the COSI.ed model is expected to influence educational and social inclusion policies at the local, regional, national and European levels in different contexts.

COSI.ed acknowledges that the challenges on social inclusion, ESL, employability and acquisition of skills necessary for full participation in society are European in nature. Hence, the COSI.ed project aims to provide an evidence base for policy makers at a European, national and regional level, as well as targeting policy makers in the communication and dissemination activities. By demonstrating that the model works in different countries, in different cultural and social contexts, as well as in different levels of the educational system, the project aims to contribute to the European Policy Objectives in this field. It will add more tools to the toolbox to combat ESL, secure social inclusion and provide students with skills relevant for the labour market.

The MaCE project has had positive results on retention rates in higher education, and it is believed that it could have a similar positive effect on different contexts. In order to test this, Polish, Portuguese and Spanish partners have been invited to take part, to test the model in more contexts and across different regions of Europe. This will ensure that the model will be adapted, if needed, so it can be used in different settings all over Europe.

**Policy relevance**
Social inclusion, increasing retention rates and preventing Early School Leaving are topics that are high on the EU agenda. As it is stated in the Europe 2020 strategy, the aim is that "The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree." The focus on Social Inclusion has been reiterated by the new Commission in January 2020, with the issuing of the communication "A strong Social Europe for Just Transitions".

The COSI.ed project contributes to social inclusion by focusing on social disadvantage. In the council recommendation on promoting common values, inclusive education, and the European dimension of teaching (2018/C 195/01) it is stated that "Pupils showing weak performance come disproportionately from disadvantaged backgrounds (i.e. from households with low levels of income or education). This shows that, in practice, education often does not offer a real chance for social mobility. Quality in education does not only mean achieving good results, but also ensuring that all pupils get the support they need for them to achieve good results.

These values are critical to ensure that social cohesion is maintained and that employees have the right skills for the labour market. Social inclusion and education is therefore vital to individual employees, employers and the society as a whole.

**The use of results from EU-funded projects**

When EU-funded projects are put to use by others and upscaled, it provides value for money for the EU and dissemination of good practises.

Increasing retention rates and preventing Early School Leaving is an ambition of the EU. As it is stated in the Europe 2020 strategy, the aim is that "The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree." COSI.ed aims to meet multiple of the European Union's objectives on social inclusion, early school leaving (ESL) and enhance their skills by contributing employment probability for the designed target groups. The EU has on numerous occasions (*European Pillar of Social Rights; Council Recommendation of May 22, 2018; Strategic Framework for European Cooperation in Education and Training* etc) emphasized the importance of the continued work for social inclusion, learning and employment possibilities within the European cooperation framework.

The COSI.ed partners have each concentrated on different vulnerable groups, all of them in accordance with national priorities on the agenda of social inclusion. This also means that the groups in question also are included among EU priorities on social policy and inclusion.

The Norwegian team are cooperating along the lines of youth in VET education. The number of ESL in the Grenland region in Norway exceeds the national numbers in average, and there are thus good reasons for engaging the COSI.ed model to reduce the number of ESL within this particular target group.

**Only for Lot 1**

### 3.1.4 Good practice(s) or Innovation(s)

*Please name and provide a summary of the good practice(s) or innovation(s) of your project.*

**Maximum** of **10 000 characters** with spaces (about 1500 words).

To understand the upscaling of COSI.ed to policy level, we need to look at the good practices in MaCE. The main focus in COSI.ed is students in transitions, but the main focus in MaCE is marginalised students' in HEI. The model builds on the understanding that educational staff and the students *co-create* as part of a community of practice. Here the experts (educators) and the beginner (students) work side by side, learning together and developing knowledge and competence. By using the embedded methodology *the Indirect Approach (IA)* and *Equality Literacy (EQL)*, the co-creating entails communication giving voice to vulnerable students to understand their story (IA), and through this- identifying aspect of the young disadvantaged students' situation that hinder their further learning (EQL). The young people learn about themselves, how to excel, the educational staff develop skills and understanding to socially include the young people. The expectation is that the upscaling of the COSI.ed model to policy level will empower groups of disadvantaged young people all over Europe, radically increasing their educational success and completion rate and give European educational staff the knowledge and skills to social include vulnerable young people of all ages.

Co-creating

*Co-creating* is a major factor where the students are co-researchers are part of a social academic community where they develop and reciprocally work to co-create and learn. The social processes are about learning of competences, learning being an integrated and inseparable aspect (Lave & Wenger, 1991). Such a balance between building on students' own competence, reflecting about their own practice and being part of a professional fellowship, is the main principle of the project. The participants in MaCE report the importance of co-creating and the experience of a growing sense of confidence and agency where future possibilities are appearing rather than being limited by previous socioeconomic circumstances (Bunting, Mikkelsen & Cammack, 2020). This connects growth in knowledge, to growth in self-belief and in aspiration, and supports the claims of Robeyns (2018) that active inquirys developed through sociocultural practices forms a powerful capability for educational achievement. According to Prince (2004:1) these factors are vital for learning, ie. learning that involves the students in learning's processes that demands engagement, does meaningful learning activities and reflects over this activity. Through participating in their own learning and reflection process together with others, a meaning between theory and practice is created, influencing their learning (Loeng, 2004). The equal relationship between teacher and students

through their co-creating, is important for the students' learning (Aspøy og Tønder, 2012; Buber, 1992).

Collaborative competence groups (CCGs) will be used throughout the entire project (Krane, Ness, Sorensen, Karlsson & Binder;2016). This is a way of co-creating the upscaling of the MACE model by bringing different stakeholders together in collaborative developmental work.

The indirect approach

The theoretical and methodological framework is to find the students' own experience in education – without exactly asking for it, for use in co-creating with disadvantaged youths. The need for a methodological approach to grasp the experiences put forth by disadvantaged young people is crucial. The Indirect Approach (Moshuus & Eide, 2016) draws on an ethnographic biographical framework that evoke notions of methodological approaches like the unstructured interview (Tanggaard & Brinkman, 2015). It reflects that all social phenomena take place within contextual frames produced within a contested ground shaping both the lives of our participants and our inquiries. A key element in the approach is the indirect way of approaching the life world of the participant, making sure not to introduce ideas, concepts or notions into the conversation that is not first presented by the participant. Reading something into the conservation or introducing the educators' own concepts would be polluting the conversation, making it too direct. Often learning experiences are set within a limited normative framework dictated and predefined by our (the educators) understanding of the importance of education. With the Indirect Approach the spontaneous ideas of the participant open the communication up to a rich explorative field and true dialogue where disadvantaged learner's reality may be discovered – not being defined by normative views.

Equality Literacy

EQL is a conceptual framework based on the experiences and research in MACE (Stuart et al., 2018). The EQL Framework considers the concept of equity in relation to education and wider life courses. There is a general opinion that everyone should have equal access and opportunity to education. A less understood concept is that people will need different approaches to education to give them an equitable chance of success (Chapman and West-Burnham, 2010). This framework is used for both the young people and educators to understand what influences the students in their learning, and what can be done to improve the learning environment for the disadvantaged students.

The Equalities Literacy Framework enables a bio-social-cultural, life course, systemic view of educational privilege and disadvantage (Bronfenbrenner, 2006). Such an understanding can give an alternative approach to education in its broadest sense. The three countries who collaborated in this project have markedly different education systems. Differences occur in the ages of schooling, the status of schooling, the curriculum, and pedagogical approaches. With inspiration from Pierre Bourdieu, we used the concepts of the habitus and the capitals to

shed light on the core concepts of inequality, equity and marginalization.
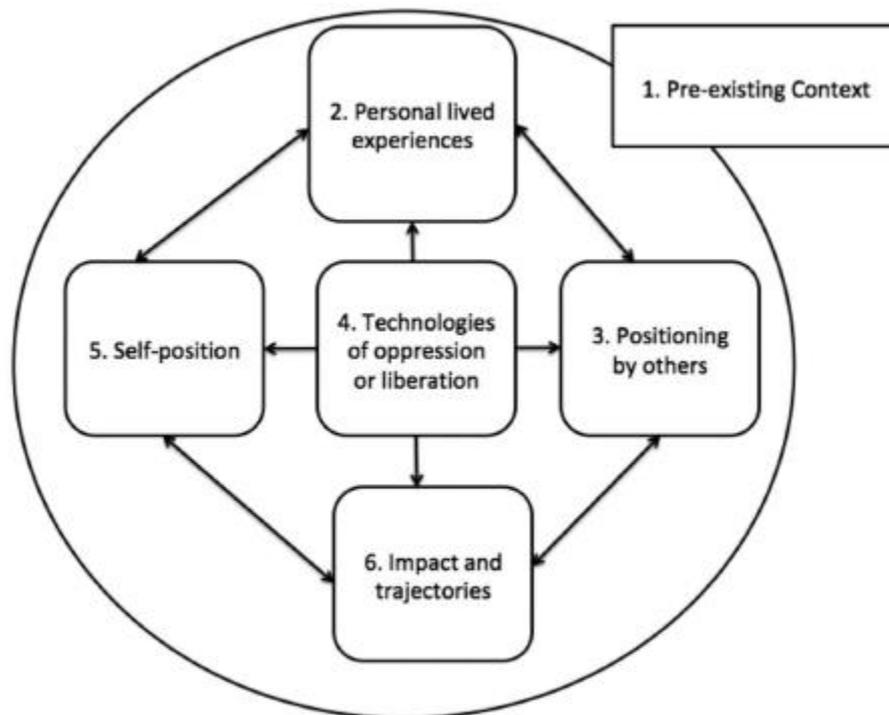


Figure 1. The equalities literacy framework.

The Equality Literacy Model consists of several elements, and we will give an overview of the elements.

1. *Context and lived experiences*. People are born into situations that are not of their choosing, being shaped by contexts that pre-exist us and that are of significance (Archer 1995). They are born into unequal circumstances; wealth and poverty, inclusion or exclusion are examples of the almost infinite number of differentials people are born into (Dorling 2010). The socio-cultural factors exist at a micro, meso and macro levels. They include the norms and customs and invisible rules of families, communities, areas, nations, and of the world.

2. *Personal lived experiences.* The contexts described above set the scene for the lived experiences of individuals (Maynard and Stuart 2018). These domains are theoretically defined as: wealth, health, education and employment (Dorling, 2010), social capital and social mobility (Bourdieu 1999; Putnam 2000), security, precarity and fear (Furedi 2005; Butler 2004; Lorey 2015). Lived experiences are open to change rather than being confined to the pre-existing context, however, the more disadvantaged that context is, the harder it maybe to change it.

3. *Positions by others.* The real-life experiences above create a 'position' that is relative to other people. Theory documents the ways in which these relative positions are inscribed by labels and stereotypes. These labels are created by the state, media and society (Bourdieu, 1999) and produce, reproduce and protect a status quo (Dorling 2010; Piven, Fox and Cloward, 1993). The resulting discourses are hegemonic (Gramsci 1971; Ledwith 2016) in that they protect the interests of the 'haves' against the 'have not's', or distance a subgroup from the norm (Dorling 2010; Blackman and Rogers 2017).

4. *Technology of oppression or liberation.* Theory helps illuminate how positions are imposed on people through a set of technologies, called technologies of liberation or oppression, depending on the extent to which they align with the individual's or group's self-image and the extent to which they constrain or enable access to resources. The most commonly used and understood technology is perhaps stereotyping and labelling (Dorling 2010) making people 'other' to ourselves, drawing an invisible line between

'us' and 'them'. Another technology, 'social abjection' (Tyler 2013) where the 'other' is made vile and disgusting and not worthy of consideration. It preserves 'us' from becoming 'them' (Tyler 2013; Dorling 2010). Once people are objectified (Bourdieu 2003) and socially abject, it paves the way for us to treat them as inhumane or shameful (Nussbaum 2004).

5. *Position of Self.* The power of the technologies provokes reactions from the people who are targeted. Individuals and groups might respond to the positioning in a range of ways. This is an inter-personal process as it is in response to the positions bestowed, it is also intrapersonal as individuals reconcile the messaging with their sense of self. The resulting self-position is in response to these contexts, the relative experiences of others, the positions imposed by others, the technologies of oppression and liberation experienced, and personal response. The self-position adopted may have a major impact on the identity, agency and social mobility then experienced (Cote and Levine 2002; Lawler 2008).

6. *Impact and trajectory.* Five elements is encapsulated in the final element; impact and future trajectory. This 'final' impact trajectory is only fixed moment by moment as each element of the in/equality experienced is dynamic. Situations change and people themselves re-author their lives moment-by-moment (Clandinin, Steeves, and Caine 2013). Whilst the impact of privilege and deprivation are not fixed, theory shows that groups of people experiencing deprivation on the whole experience a higher prevalence of negative trajectories of inequitable outcomes than the privileged (Wilkinson and Pickett 2010; Sen, 2001). This is the case across all areas of wellbeing – financial, social, health and education.

### 3.1.5 Upscaling

*Upscaling is to be interpreted as a mainstreaming and wider implementation of the chosen good practice(s) in order to generate a deeper impact and influence policy reform.*

*The chosen good practice(s) should have a potential to produce benefits not only at the level of the different partner organisations but should also be applied on a larger scale (local, regional, national, EU-level).*

*Please describe how the proposal will enable upscaling of the chosen good practice(s)/action(s); or how the innovation(s) could contribute to improvement at the chosen level(s) and/or sectors. Please also explain how the upscaling or innovation has the potential to generate impact at system and policy level.*

In this part we will first shortly underline how the choice of these partners is well suited for upscaling the good practice to the COSI.ed model- a sustainable model well suited for policy level, regional, national and in the EU. Then we will be going through the phases of the upscaling, showing how the different work packages will play their part in the process, ensuring a good result. Finally, we will share how we plan to develop the good practice to policy level, regional, national and international.

The MaCE model was mainly developed for both higher and upper secondary education. It was tried out in three different countries and regional areas where nationally there was especially risks for being socially excluded. To upscale the model to a larger scale, that is to the national and EU-level, the model needs to be tried out in more countries, different context, cultures- representing the diversity of EU, which we will explain more deeply further on. From the experience, interviews and comparison between the regional differences (Wp2,3,4,6), we will develop an evidence-based knowledge base (WP3,4) to be used in the work with the policy makers (WP5,6,7).

**Contextual factors contributing to the upscaling of the good practice**
The partners represent different aspects of the European family and facing different challenges in relation to the optimization of their education systems- the development of student new skills, the reduction of Early School Leaving from Education and Training, the promotion of inclusive education and the eradication of educational and social inequalities. Spain and Portugal represent the South of Europe, having different national challenges concerning poverty and unemployment, but they also represent the European Union countries with the

highest rates of ELET: Portugal has in recent years made a great effort and succeeded to reduce this rate. On the other hand, Spain which, despite having experienced a decrease in early school leaving, still does not meet the objective set by the 2020 Strategy, which stipulates a rate of 15%. Denmark and Norway represent the North and Scandinavia, being quite affluent countries, especially Norway. In this context, however, both regionally represent the poorer regions as well as rural (Denmark) and urban (Norway) struggling with young disadvantaged learners. Poland, from East-Central Europe, is represented by the municipality of Warsaw. Poland is low on ELET rates and is ranked as number five in a European context of completion. However, there are groups within the national context that are at high risk of educational and social exclusion. Poland will also be able to share best practice from their educational system in order to enrich the project.

This variety of situations in each of these countries is the project's main challenge, upscaling the COSI.ed model to policy level, in a variety of contexts, second-chance schools, vocational training centres, in specific centres for the improvement of young people's skills and in primary and secondary schools. These settings and the educational staff within these groups all have different challenges, but share a common goal: To develop and apply an innovative-comprehensive methodology in order to improve the situation of young disadvantaged learners, to promote inclusive educational policies for the reduction of early leaving form education and training and social disadvantages, to improve youth transitions- taking into account youth voices- and the active involvement of educational staff, stakeholders and policymakers. The application of the model to this diversity is a great challenge, which we will handle, that will enable us to apply and transfer the experience and results obtained to other European contexts. Another added value is the interdisciplinary nature of the teams participating in this project. Researchers with extensive experience in the topics covered by this project and from different disciplines: psychology, sociology, health, social work, education, migration and teacher education and innovation, among others but also a large number of professionals working directly with youth in public institutions and third-sector entities.

In conclusion, this project will promote the inclusion of disadvantaged learners providing a quality education adapted to the needs of the students and offering the necessary tools to teachers, professionals and policymakers for the development of active and collaborative methodologies that take into account the voice of young people. Investing in quality education has a direct impact on young people's transitions to adulthood: improving their educational and work pathways and providing them with a better quality of life

**From Exploring the model to policy level, the process**
The upscaling of the good practice will be in roughly three phases. **The first phase** is the establishing of a common understanding of the good practice of the project's context (Wp1 and WP2). **The second phase** is when we are trying out the model in all the different regions and with all the different target groups and role models (WP3, WP4, WP6). **In the final and third phase** the model is upscaled from the regional to policy level (WP4,5,6). Throughout the project dissemination will be carried through (WP7), drawing on the associated partners to all the partners, ensuring that the results from the upscaling is available for them as well as others nationally and in Europe.

| | S2021 | A2021 | S2022 | A2022 | S2023 | A2023 |
|---|---|---|---|---|---|---|
| **Introductory phase** | ▬▬▬▬ | | | | | |
| **Exploratory phase** | | ▬▬▬▬▬▬▬▬▬▬▬▬ | | | | |
| **Upscaling, to policy** | | | | ▬▬▬▬▬▬▬▬▬▬▬ | | |
| **WP1** | ▬▬▬▬ | | | | | |
| **WP2** | ▬▬ | | | | | |
| **WP3** | | ▬▬▬▬▬▬▬▬ | | | | |
| **WP4** | | | ▬▬▬▬▬▬ | | | |
| **WP5** | | | | ▬▬▬▬▬▬ | | |

| WP6 | |
|---|---|
| WP7 | |

Through these phases we will ensure that the good practice from MaCE will be safely upscaled to a sustainable model. COSI.ed will be upscaled in the seven partner's regional contexts to a sustainable model for all of Europe. The evidence based knowledge which the policy at local, regional, national and international level will build on will have been through many processes through the experience with the trying out, through amongst others- discussions, both in the Collaborate Competence groups (CCGs) (WP6) and with the partners (seminars etc. in WP1, WP2, WP3). Through the comparative analysis (WP4), the results will be discussed with the partners (WP1) and the CCG (WP6), the first edition of the COSI.ed model will be translated and adapted to support inclusive youth policies (WP5). With the help of the associated partners (see P1-P12), and through the ongoing dissemination that started in the first phase, policy makers regionally, nationally and in EU will be engaged and be part of this ongoing co-creating process. The project will hold the last seminar in Brussels, having an international conference presenting and disseminating the model. This is further described in the dissemination section 3.4.1. In WP5 there is further descriptions of how the partners will ensure policy dialogue.

The partners will discuss the experiences and study the results about school life in terms of policy level on overall educational goals as well as schooling conditions that are being offered by national school systems and individual schools (Tangen, 2009). Using Tangen (2009) will help us focus on a few aspects of relations between subjective quality of school life and 'objective' conditions, which are very complex, and part of the national political discourse regarding inclusion in the school system, education and training in Europ. In WP 7, focusing on dissemination, we will through social media, web page, podcasts and videos disseminate the results as efficiently as possible. Also, the associated partners will be informed and be invited in taking part of the development of the model. The interdisciplinary team of partners (both at the university, and the regional partners will ensure that the model can be applied on a larger scale.

In this way, we seek to grasp processes of inclusion and exclusion in the making. We seek to compare how mechanisms of differentiation, where gender, sociocultural background and ethnic identity may be salient, but not necessarily the only relevant factors operating, play themselves out, and articulate with other aspects of educational communities which, presumably, define what belonging means and what role it has in young people's lives.

The partners scale up to policy level in different regional settings, allowing us to learn from the results and facilitate further scale-up to a European level. Each country will be responsible for being in contact with the most relevant policymakers and establish cooperation in line with how education and youth policies are being implemented in their national education systems. Depending on the country, the level of the involved policymakers and other stakeholders may be different. Therefore, the adaptation process entails making the model country-specific and matched to the needs of specific education systems and institutions in the explorative phase, while in the Upscaling phase one model will be developed, a model that can be adapted to different context.

Through the cooperation between the partners and the CCGs, a new European version of the model will be developed, a new version, now being tried out. This will influence the regional perspective, and a developed regional model will be tried out to ensure sustainability and tried out one more time, with new young people.

Another important aspect is to transfer the successful results of the project to policy makers and other educational institutions and organisations at local, regional, national level and to convince to adapt and apply the COSI.ed model to support inclusive youth policies and practices. In order to achieve these goals, we will establish a schedule of meetings with policy makers at local, regional and national level both during the development of the project and after its completion; the dissemination of results, good practices and project toolkits through different networks.

### 3.1.6 Role models

*If you use role models as a main or important feature of your project, please explain what are their added values for your project and how they are related to the good practice(s) or innovation(s).*

**Maximum** of **5 000 characters** with spaces.

The role models will differ from country to country and will be suited for the target group they work with. The role models will follow up and train the target groups. The role model is someone the young people look up to and learn from, either professional teachers or students. Further, in the application we will relate to this group as role model or educational staff.

In Poland, the role models are educational staff (schoolteachers, class tutors and youth workers in day-care facilities) who work with students with high ELET risk from public primary school on daily basis. Although educational staff in Poland have basically a high level of formal education, they lack the skills to work with disadvantaged learners and are not responsive to their specific needs. At the same time, it is well proven that the quality of relationships with students and supportive interventions offered by educational staff have a huge inclusive potential for youth at risk and can contribute to the prevention of ELET (Tomaszewska-Pękała, Marchlik & Wrona, 2019). The added value for the project is based on the assumption that well-prepared educational staff has a chance to make a real contribution to building an inclusive school culture, which has been the problem of Polish education system for years (Przewłocka, 2015).

In Portugal, the role models will be students attending a master's degree in education sciences, whose stories will inspire young people in the target group. These students will develop their dissertations after attending a semester course about Education and Social Inclusion inspired on the COSI.ed theoretical and methodological framework. The students who implement the COSI.ed-model during their dissertation are voluntary participants, has a scientific interest about narrative and life stories approaches with young people at risk and also life stories of resilience in overcoming obstacles within complex educational and life trajectories. As an added value, the project expects to inspire young people at risk of ELET. With this concern, young people are given the opportunity to share their own stories of (educational and social) resilience and to be inspired by positive life stories of other young people engaged in tertiary education.

In Denmark, our role models are primarily students from the 3rd and 4th year in the teacher education. The student-group will be selected from their interests and skills in relation to the target group and from the modules addressing the target group. The COSI.ed project contains the development of a 10 ECTS specialization Module in addition to the curriculum of the BA-programme in the VIA-teacher education. The Module is developed in cooperation with the Partner Institution, FGU. Role Models will also be teachers and staff already working in the field with ELET students and disadvantaged youth in FGU, providing them guidance, vocational training and labour assessment in order to improve their educational and labour pathways. The methodology in the project will make students and professionals closer to the young people and a better understanding of their challenges. The method will provide more flexible and personalized training plans according to each young people's individual needs and plans.

In Spain, the role models are the teachers, counsellors and educational staff in vocational training courses developed by third sector entities who work with ELET students and disadvantaged youth providing them guidance, vocational training and labour assessment in order to improve their educational and labour pathways. In these organisations, there will be professionals that are informally taught to work as role models for their students. We will provide the role model professionals with tools to use with ELET or at risk of being ELET. The selection of teachers, counsellors and educational staff will be done by EAPN and Cooperativa Jovent. This training will allow the professionals to learn the situation of the students at risk increasing the student's engagement with teachers and counsellors and student's identification with their educational pathway and promoting the re(engagement) into the formal educational system.

In Norway the role models will be the teachers at vocational strand, educating the students to be carpenters or builders. The educational staff in the vocational subjects are usually crafts men, having themselves a vocational educational, rather than a background from higher education. By using the COSI.ed model, the educational staff will increase their competence in communication, working and understanding the young disadvantaged learners with the goal of social inclusion. In this way, the teachers will develop a common language in discussing an

develop the environment around these young people. The experience form COSI.ed will also influence their contact with all students, spread throughout the school since the teachers have more than one class or strand.

## 3.2 Quality of the project design and implementation

*Under this criterion, partners need to describe project design, management plan, monitoring strategy and tools, and measures adopted to ensure that the proposed objectives and results will be of high quality and achieved in the most economical and timely way.*

*Each comment box in this Section should contain a* **maximum** *of* **13 000 characters** *with spaces (about* *2000 words).*

### 3.2.1 Structure

*Please describe schematically and in general terms the main phases of the project, highlighting the key milestones (and including where appropriates the main deliverables/outputs/results). Please define the activities proposed and describe the working methodology and indicators you will use for achieving and measuring these results. Make sure that the information in this section is consistent with the project Logical Framework Matrix.*

We will present the main phases of the project, indicating the main milestones before looking at the methodology and the indicators enduring the promised results.

The project is divided into three phases that partly overlap each other (see table in 3.1.5 Upscaling). The first phase is the Introductory Phase, the second the Exploratory Phase and the third face is the Upscaling Phase. Throughout the phases and subsequently the work packages, the partners will cooperate through the consortium meetings, management meetings and regional partners' meetings. Since the project involves 11 partners in 5 countries, part of the structure is online, using different tools that enables the partners to communicate freely and without costs and having an online system for teaching (and recording) and all the work for all the partners available and secure. USN will ensure this part of the project.

Below is an overview of the project's activities, milestones with the seminars and cooperation possibilities to give an overview of how the project is structured.

WP= work package

AX.X= Activity Number of work package. Number of Activity in that work package

I= Indicator

| | S2021 | A2021 | S2022 | A2022 | S2023 | A2023 |
|---|---|---|---|---|---|---|
| Introductory phase (Wp2) | ▬▬▬▬ | | | | | |
| Exploratory phase (WP3 and 4) | | ▬▬▬▬▬▬▬▬▬▬▬ | | | | |
| Upscaling phase (Wp4, 5 and 6) | | | ▬▬▬▬▬▬▬▬▬▬▬▬▬ | | | |

| **Milestones** | |
|---|---|
| **Introductory phase** Indicator 1 Result 1,2 | M1 : Establishing the Management and organisation in the project (A1.1, A 1.2, A6.1, A7.1) M2 : Training the partners and CCG in Cosi.ed (A2.1, A2.2, A5.2) M3 : Develop regional curriculum and training courses (A2.3) |
| **Exploratory phase** Indicator 2,3,4 | M4: Training the Role models/educational staff (A3.1) M5: Upscaling COSI.ed regional model (A3.2, A3.3, A3.4, A6.3, A6.4) M6: Qualitative surveys round 1 target group and role model (A1.7) |
| **Upscaling phase** Indicator 4,5,6 | M7: Analysis of all the regional experiences ( A 4.1, 4.2 M8: Impact analysis (A4.3, A5.3, A4.5) M9: Upscaled to policy level (A5.1, A5.2, A5.4, A5.5, A5.6, A5.7, A5.8,A 6.5, A7.13) |

In order to see how the upscaling is progressing within the structure of the project, the phases have been presented at the beginning of the table. Throughout the project the seminars and

the communication platforms and different meetings will ensure the necessary framework for the project to develop with all the partners participating.

In the introductory phase the main purpose is for the project to have a good start with the structures, plans, communication and agreements being in order (M1). Secondly and thirdly the main focus of this intense start is the training of the partners and develop a common understanding of COSI.ed (M2). This will be done through the physical seminars in Denmark and Spain, working hands on to experience the model. Then the partners will develop the regional model, within the regional context to be tried out in the next phase (M2). WP1,6 and 7 as work packages that will run through the whole project and support the process. The management ensuring all the tools and framework are in place, CCG groups ensuring quality and input in the development and dissemination ensuring the associated partners and indirect target groups will follow the progress.

The second phase, the explorative phase is the practical trying out the COSI.ed model. This will be done over two years together with their targets group and role models. The role models/educational staff will experience the regional COSI.ed model and be equipped to use it with the young people (M4). The upscaling of the regional model will start- and both WP3 and 4 will be involved (M5). To make sure we are on the right track the qualitative surveys will be an important instrument- both in the upscaling and in the quality assurance (M6). WP6 (the CCG) will nationally throughout this phase meet to discuss, give feedback and recommendations that will be valuable for the preparation for the last phase and keeping the quality of the second phase on track. Dissemination will follow this phase, involving the associated partners regularly, preparing the ground for implementation.

In the third phase, the Upscaling phase builds on and overlap the Exploratory phase. This phase has three milestones to ensure that the project upscale the model to policy level. Wp 4 has gathered information about how the project is developing, interviewing and analysing the data received (M7). Then the partners will work with impact analysis and have an oversight over youth policy, and in that way improve the regional models and have a European model. This will then be shared and discussed with WP5 which again will communicate with WP6- also discuss with the CCG groups nationally as well as internationally In this way the results will be evaluated by different groups like other young people and policy makers, making the model more accessible in a European context (M9).

### 3.2.2 Approach, Methodology & Evaluation

*Please describe how the project will test and adapt the good practice(s) in a new and wider context to guarantee that the upscaling will be successful; or how the innovation will be developed or adapted to the defined need.*

*Please describe the chosen approaches and/or methodologies to do so. Please also describe how these activities will be implemented at the grass roots level, in particular in disadvantaged areas and/or institutions where they should lead to social inclusion. Make sure that the information in this section is consistent with the project Work packages and the Logical Framework Matrix.*

The working methodology will be develop on the basis of a process-based approach to ensure quality in the management of the project in order that the decision-making processes on the development and delivering the planned activities meet the objectives of the project.

The adopted working methodology will be enacted by means of:

   i.   monitoring and evaluation by CCG ensuring quality and input to the development and dissemination involving associated partners and indirect target groups

   ii.  qualitative surveys with a special focus on upscaling and monitoring of ongoing activities to guarantee the quality of the project

   iii. analysis of impact based on CCG knowledge supplemented by interviews to trace the inputs that went into particular developments at the grassroots.

Forward tracing will also be used to identify pathways leading forward from the project and contributes to a better understanding the improvements of regional models to have a European level. To provide policy-makers at all levels with a good basis for making informed decisions, upscaling must happen in different locations and contexts.

The success of the project lies in the methodology used based on thorough knowledge of the contexts where the model will be upscaled

- the active participation of all the groups involved (target groups, role models, stakeholders and policymakers) through co-creation from the beginning to the end of the project

- the continuous evaluation of the project results and their impact and the strong collaboration between all the partners involved in the project.

The success in applying the model in new local and regional contexts and its subsequent extrapolation to the European level lies in:

## Knowing the specific characteristics and needs of each application context

Identifying the main factors involved in ELET and monitor its characteristics at a national, regional and local level in order to have a thorough knowledge of the characteristics of all the targets groups and defining local and regional contexts special characteristics and needs.

## Demonstrating the effectiveness of the model in different regional contexts

After the evidence and data is presented, the work on the design of the activities will start. This secures involvement from relevant stakeholders/associated partners, and input on their needs and wants, which will influence how the activities are ultimately designed. The participants in this project seek to heighten the awareness and competence of local educators to inclusive participatory processes to strengthen and reposition disadvantaged learner through innovated processes. In the same way, young people will be involved in the whole process as an active part and as a key figure in promoting change. This increased awareness will be accomplished through the following activities:

- Training local role models/tutors in the relevant model

- Monitor local tutors in dialogue with potential ELETs/disadvantaged youth

- Active participation in Collaborative Competence Groups

The working methodology aimed at achieving common goals allows better collaboration between the key educational staff members, youth and graduates involved. A key element in the methodology adopted will take the management processes and communications with stakeholders.

The good practice will be tested in five different countries representing Southern, Eastern and Northern Europe, being in urban and rural districts and will be tried out with different age groups, teaching situations, with everything from very highly qualified educators, to those being part of an educational staff. In this way the good practice will have to "survive" these contexts and be shaped to not being depend on one context or teaching model, but will be able to be usable in diverse teaching settings with disadvantaged learners.

If it is revealed from the testing that the approach does not work equally well in all contexts, the project team will uncover why and adjust the model to accommodate the different experiences and test results.

Another aspect to highlight is the involvement and active **participation of the local community,** since this project's partners are both universities and a variety of organizations (both public and private) that work directly with young people in formal and informal education (second-chance schools, vocational training centres, in specific centres for the improvement of young people's skills and in primary and secondary schools) with different needs while sharing the common goal for the project. That is to develop and apply an innovative-comprehensive methodology in order to improve the situation of young disadvantaged learners. In this sense, it is essential to work in networks, encouraging the collaboration between formal and informal education emphasizing the central role of the community and to promote the active participation of students.

## Sharing an innovative inclusive methodology and "know how"

Specifically, the activities developed in WP3 (developing the cosi.edu model regionally) will lay the foundation for the construction of a model adaptable to the European context (WP4) and to policy level (WP5 and 6). This process would be carried out through the analysis of local and regional experiences and the analysis of their impact on each of the target groups and

role models. The regional results will be gathered and analysed into a European context to be upscaled to one COSI.ed model. This model will then be possible to use in many different contexts, national and regionally, in schools or out of schools and in all the process of social inclusion.

**Working with and towards policymakers at different levels**

The active involvement of policymakers in all stages of the project must be a guarantee for the sustainability of the project as well as to ensure an effective change in both educational and youth policies at national and European level. To this end, WP5 has been drawn up with the aim of promoting the use of COSI.ed model in inclusive education and youth policies containing the following activities:

- Building a network and communication platform with and between policy and decision makers

- Recruiting regional policy and decision makers (or representatives) to participate in the CCGs

- Analysing matches and mismatches between regional education and youth policies and the objectives of the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching and of the Paris Declaration.

- Producing regional policy and practice recommendations for co-created education for social inclusion drawing on experiences of the COSI.ed model

- Producing a common frame of policy and practice recommendations for co-created education for social inclusion

- Evaluating the effects on policy documents and institutional educational practices

The preparation of WP 5 and WP 7 activities are articulated and the evaluation and follow-up of WP 5 activities is to be developed by focusing on the monetorisation of what are the changes in policy documents and institutional practices. The awareness of common values, inclusive education, and the European dimension of teaching and of the Paris Declaration and the perception of importance of COSI.ed is to be ascertained by the development of user surveys to ascertain how much, and in what way, target audiences use and value the outputs provided. The objective is to make judgements about how changes developed over time and what is the influence of the project over targeted groups of WP 5 activities. Focus group discussions will also be implemented to understand the perspectives of the target audiences as they can provide richer and deeper information and complement the information gathered by the user surveys. Additionally, direct responses and the track of the number attending public meetings individual interviews will be put in place to assess the perceptions of key policy-makers.

Further upscaling to the pan-European level can only happen after policy-makers can be assured that the approach works and produces good results, so testing the model in more real-life situations is a prerequisite- as shown above.

### 3.2.3 Management

*Please provide a description of the management plan, including how human resources are allocated to tasks by partner(s), how cooperation and information will be ensured, as well as how the decision-making process is organised.*

**Management within the project**

The professional and collegial partnership between the partners enables task allocation to colleagues with specific specialities and experiences. All the partners will contribute to all the work packages, yet we recognise the importance of clear lines of accountability and reporting in the project. A project management team (PMT) will be established. The management team will consist of a member representing each partner, overlooking the whole project, budget, activities, milestones and so on. The person chosen from the partner will, if the partner is a Work Package leader, be part of PMT. This PMT will meet regularly either in person when the project meet, or online. Other parts of the project that will have an impact on the results and impact like changes, challenges, results, evaluations will be discussed an decided upon in the PMT. The PC will be leading the PMT and will be

responsible for regular meetings, at least four a year. The partner representatives in the MT will be responsible for reporting progresses and challenges to the PC and the PMT, and also take back to their organisations the decisions the MT land on, and make sure they are carried out (see WP1).

For the upscaling, the PC monitor the WP-leaders both as a group but also individually in accordance with the plan of activities, milestones and outputs. The PC will do this to ensure the progress, coordination and the cooperation in the project. The work package leaders will report to the PC as soon as possible when challenges occur, and the PC will call the WP leaders in for regularly meetings online, about four a year, to ensure the progress and outcome of the Work Packages.

For both group we will also have a channel into the already ongoing COSI.ed project's TEAMS- platform, ensuring that we share minutes, experiences, results etc., and also can have an informal setting were we ask for advice or open discussions without having to formally call into a meeting. This will ensure that the organisation has a fluent and open line where we develop together, as well as more formal settings where we endure that the running of the project is going well according to the goals and aims of the project.

To ensure that the PC will be able to carry all this through, USN will have a controller to support the work with the budget and the reporting and information with the partners. USN will also use their own resources to employ an assistant to the PC, to ensure aspects of the project that can be challenging, like communication, writing minutes, updating social media and the web site, gather documentation and being available for partners when they need input.

## Allocation of resources

The partners have all valuable experiences to bring into COSI.ed to ensure the progression and the results of the project. Below we will list areas where the partners will contribute with their competences to ensure that the project will follow through.

Coordinating COSI.ed will be done by P1. Bunting, the coordinator, is also the PC of MaCE, which she successfully has managed to lead to what seems to be a successful end. In spite that MaCE has not yet been evaluated, the two reports delivered to the national agency have been given good feedback. All the Intellectual Outputs have been or are in the process of being finished, despite challenges and obstacles that one could not foresee. The partners have managed to cooperate and develop a result together, that COSI.ed now will develop further. Bunting has been leading a lot of innovative and developmental projects earlier, as well as leading research projects. She has also been the one to gather the partners through work through and outside MaCE. Already in 2018 contact with both the university partners in Spain and Poland were established. The university partner in Portugal has been working with the University of Warsaw for several years in other European projects, and was the partner that invited Portugal into this project. Having worked together with the application and having a workshop in November 2018, we have established together the focus of the project, and nationally the partners have established their national target groups, within the focus agreed on by all the partners.

The WPs are all lead by the universities in the project. This because they have more experience in leading WP and oversee complex international processes. Also the regional national partners (p-p) will be responsible after the initial training for the regional development in their organisation. The cooperation and the overlapping of the national partners, the universities and the organisation working with the target group are all building on a long co-operational relationship, which will ensure a smooth transition and development of all the activities and outcomes described in the project description.

The upscaling requires that partner P1 and P2 share of their experiences with MaCE in the start of the project. Thus, these two partners also lead WP 2 and 3 to initiate the training of the other partners, help in establishing and encouraging the upscaling to a regional and then European upscaling. WP4 and 5 will be lead by partner 6 and 8, in cooperation with partner P1 and 2- this to ensure that the model will be transferred into other contexts and settings, based on the partners experiences. The CCG (WP 5) will be essential in this work as well, having the young people and stakeholder's perspective that will ensure that the process and result will be taking in other aspects than just the educational and the partner's view. Leading this WP is Vibeke Krane, who has considerable experience of using young

people and stakeholders as CCG in research and teaching. Krane will draw on her experience into the CCG, ensuring these voices will be heard and be part of the project.

To work with disadvantaged learners in transition, we need knowledge about these groups, learning and inclusive education. All the partners P3, P5, P7, P9 and P10 are all experts working with these young people. In the process of finding target groups, they have looked at the organisation and found, together with their national partner (P1, P2, P4, P6, P8) who, where and how this project should be framed in the local setting. All the university partners (P1, P2, P4, P6, P8) have a lot of experience of project, innovative as well as research, of disadvantaged learners in transitions and completion in upper secondary school.

### Dividing and interaction of the work

All the partners will be involved throughout the whole project and in all the WPs. However, here will be some differences as well.  What we call the regional partners, P3, P5, P7, P9 and P10, will need to have a specific role concerning the target group, as this is their context. The university partners will be part of the training and guide the role models, but the regional partners will have more hands on and be available for the daily running of the trying out of the model. The University partners (P1, P2, P4, P6, P8) will closely cooperate the regional partners in working further with the CCG and the experiences from the try-out phase. After that, the participating countries will establish a national COSI.ed model and bring it further to the European level in making a sustainable model. The regional partners will draw on the universities' experiences with research to apply this in their context, while the university partners will draw on the local knowledge that will be adamant in making a sustainable model.

## 3.2.4 Financial Management

*Please describe the measures adopted to ensure that the proposed objectives and results will be achieved in the most economical and timely way. Please argue how your proposal offers good value for money. Explain the principles of budget allocation among the partners. Describe how the financial management arrangements are organised and in which way they are appropriate to the partnership and project design.*

At USN the Project Coordinator (PC) will be responsible for overseeing budgets and for maintaining accurate accounts. All project funds will be held in an account with a separate project code established within the budget system to ensure accurate recording and budgetary control. USN has informed all partners during the application phase about what costs may be covered by the project and what documentation is needed for payment. Budget updates, monitoring and recording will be addressed as a key agenda item during the whole project period, at each transnational meeting.

Financial transparency and accountability will be embedded from the beginning of the project and prompt payment will ensure partners are able to deliver on project activities, tasks and WP's. The work packages leaders will identify at each partner and will be responsible for reporting on specific budgetary elements to the PC. Each partner will have support in their organisation with appropriate administrative and accounting services to ensure their budget is managed efficiently and responsibly. The PC will establish a network of partner controllers as to ensure communication and cooperation between the partners.

USN is required to follow national financial regulations in Norway and is using the designated accounting system. Detailed agreements on progress reports will be produced to ensure clear communication between administrative professionals and the PC. Full budgetary evaluations will be prioritised during the beginning of the project period, at the midway point and after completion of the project. Minor budgetary evaluations will also feature throughout the project in order to ensure financial compliance with budget and terms and conditions as outlined in the Erasmus + guidelines.

Good financial management practices such as transparent and accurate recording of all project costs will be adhered to in order to ensure best use of time and resources. All partners will receive institutional support from within their HEI's to forward plan multiplier events and transnational project meetings. By organising and planning travelling in advance, the budgetary expenditure will be minimised.

USN has considerable experience on coordinating and participating in EU projects. This experience will contribute to the successful management and completion of the project on time and within budget. However, to ensure clarity on timeframe and delivery of key outputs, a detailed timeline will be produced during the first TPM, providing an overview of milestones and critical tasks. This will be a detailed plan on when milestones will be reached, when specific outputs need to be finished and who will be responsible for the task.

Key agenda items for all PMs:

- Budgetary reporting and control
- Time management reporting and control
- Reporting of qualitative indicators
- Reporting of quantitative indicators
- Planning and reporting of Work packages

### 3.2.5 Quality insurance

*Please describe the monitoring strategy to be implemented by the project, with a specific reference to the measures, which will be put in place for ensuring the quality of both the project management and the project outputs. Please describe how challenges and risks will be identified and which mitigating strategies will be used. Make sure that the information in this section is consistent with the project Logical Framework Matrix (Part 6 below).*

Quality assurance is important to ensure that the project deliver on time, on budget. The project also needs to deliver on the outputs that it has been promised and the quality and relevance that is expected. All regional curriculum development is subject to QA in planning, development, implementation and after start-up. The training of the role models should be evaluated on their quality, relevance, gender balance, recruitment and sustainability.

The PC is responsible for overall quality control and progress monitoring. The PL with each partner will have local responsibility for monitoring quality and progress at their respective institutions and reporting to the PC. A detailed timeline will be produced in the first project meeting, identifying milestones and allocating tasks. This detailed plan connects milestones, activities and WPs to research and project management leads at each partner. During the specific timeline of the project, the target groups will evaluate the status of the project at regular intervals. Shorter and regular informal status reports via Skype/Teams/Zoom between meetings (see below) are scheduled. An evaluation will be carried out both during and after completion of the project. A Mid-term report will assess the status of the project and make any adjustments to the original plan if needed.

The teaching staff at all involved institutions will be expected to partake in evaluation process/ reporting systems. This enables evaluators to follow the staff progression within the project. The local network participants and Associate Partners who are collaborating with regional partners will also provide evaluation reports. The regularity of these reports will correspond to their involvement with the project.

The PC, PM and the WP leaders will continuously monitor and act on the development of processes and deliverables within the work programme and budget; progression towards the project' general and specific objectives; effective communication and cooperation within the partnerships; and risks that might hinder the fulfilment of the project's objectives. to ensure this there will be made a quality assurance plan. The main expected results of the activities and tasks within this plan are the adequately and effective management of the projects with activities/tasks completed on time and with the appropriate resources, reinforcement and extension of the established partnerships, mitigating risks and overcoming of obstacles and difficulties, and, most of all, fulfilment of the projects' objectives.

To be able to do this, the project will have an ongoing evaluation process. This process aims at reporting and analysing the effectiveness of the transference of the MaCE model to the new proposed contexts and its applicability at a systemic level, in order to feed meaningful policy recommendations at various levels. Moreover, it will also ascertain impacts of the project's activities in the project's disadvantaged learners that pose as its target-groups. Impacts on educational staff and participants assumed as role models will also be measured. In articulation with the activities on WP5 (policies) and WP6 (collaborative groups), effects on policies and

stakeholders will also be accounted for. Quantitative and qualitative indicators to be measured are detailed on the Impact field (3.4.2) and on the Logical Framework Matrix. This will also articulate closely with activities on WP5 related with policy recommendations. The main expected results of activities and tasks within the evaluation process are the reporting and analysis of the effectiveness of the transference of the MaCE model to the new proposed contexts and educational systems, and the quality of this model in promoting inclusive education and training, responding to the fulfilment of the general and specific objectives.

It will be important with several follow-up activities and tasks relate closely with the sustainability of the projects results and benefits beyond the project lifetime. The partners will closely accompany awareness-raising and dissemination activities, both within the partnership as with associate partners and general educational stakeholders and public outside the partnership. They will also ascertain effects of the projects' results and policy recommendations on actual policy documents at local, regional, national or international level and on further partnerships beyond the scope of the project. The main expected results of activities and tasks are reporting and analysis of policy documents and institutional educational practices that integrate results, products and recommendations of the COSI.ed proposal, as well as further proposals submitted for national and international funding schemes that might result from the partnership.

Quality control and monitoring is part of each work package. The work package leaders have responsibility to monitor the work- if the deadlines are kept, as well as ensuring the quality of the work done, and report to the PC.  The most important aspect to monitor is the upscaling process of the model. It is important to continually check that the regional models are developing within the common framework agreed on to ensure the compatibility, which will influence the upscaling to European policy level. In addition, the role models must be followed up and after according to quality and relevance towards the target group, so they will deliver what has been promised.

The QA will also be based on input from associated partners and stakeholders to increase the quality and relevance of the programmes. WP6 is very important here- ensuring a systematically follow-up in the process both regionally and internationally.

Quality Assurance is also part of the work package in "management"

Although USN leads this work package, quality control will be a task for all partners.

A budget controller will be recruited at each institution to ensure that the project finances are handled in a good manner, and according to the principles set out in the Grant Agreement with EU. The budget controller at USN and the PC will ensure that everything is done according to the regulations supplied by the EU Commission.

## 3.3 Quality of the partnership and the cooperation arrangements

*Under this criterion, the partners need to focus on how the expertise of the partnership can allow the achievement of the project's objectives under the Call; on the cooperation arrangements and on the partnership's capacity to upscale the good practice(s) identified or implement/develop innovation(s).*

*Each comment box in this Section should contain a **maximum of 20 000 characters with spaces** (about 3000 words).*

### 3.3.1 Configuration

*Please demonstrate the capacity of the partners to ensure the full achievement of the project objectives, in particular with regard to the selected general and specific objectives of the call. Describe the expertise within the partnership directly related to the planned project activities, in particular to the upscaling phase. Please demonstrate that skills and competences of the partnership are complementary; and it has the capacity to reach out to the grass roots level as well as making an impact on a larger scale. (If associated partners are involved, please explain their role in the project and their added value to the partnership). Please describe how each partner organisation and the staff allocated to the project will contribute with their expertise to the project throughout the project life.*

The consortium is well-placed to realise this project. The partners have been selected due to their quality and their relevance to realising the project. The partners represent different geographical regions of Europe, different educational levels and different types of institutions. The team is an interdisciplinary one, which will secure that the project can draw on different

perspectives and approaches to ESL and Social Inclusion, which hopefully will mean that the project will steer clear of some academic "blindspots".

Together, the institutions have the competence and experience to cover the relevant aspects in the application, and all partners will play an active role in making the project a successful one.

Several of the partners have extensive experience with similar projects. There are also newcomers to the action, which secures a good blend of experienced and new partners.

Furthermore, the project will draw on the specific expertise of each institution, and the Work Packages and division of tasks have been designed with this in mind.

Representing such a variety of institutions, the involvement from local grass-root institutions all the way to influencing the policy levels at national and European level can be achieved. By providing several carefully designed test cases, the project will provide policy makers with an evidence base, on which they can make informed decisions.

The preparation phase, which has been going on since November 2019, has made sure that all partners are invested in the project idea, know their role and responsibilities and have common objectives.

The University of South-Eastern Norway (USN) is one of the largest HEI providers in Norway. USN's team will draw on the experiences of the university's main assets- teacher education and social education studies. Both these departments are active internationally. The university is in a socially disadvantaged area of what otherwise is a wealthy country, which gives relevance to the objective of the project as described in 3.1.5. The USN team feature members of the Pedagogics / Teacher Training areas, and will be supported by the Childhood and Education Research Group, which USN team members are part of, and will guarantee an interdisciplinary approach to key issues such as ELET and NEET (young people not in education or Training). USN's contribution will be based on the previous Erasmus+ KA2 project MaCE, making it possibly for USN to contribute an indirect approach methodology, the Equality Literacy model and co-created education, and sophisticated online tools to ensure communication between the partners as well as dissemination and impact of the COSI.ed project. USN will be the coordinating partner and leader of WP1, and given the coordinator, the team and the administrative staff's competence, they are able to handle the coordination of 11 partners. USN has also a wide collaborative approach through their education and the research group, which is important in the dissemination and the impact of the project. USN is also coordinating WP6- the CCG, which is a practice USN use in many of the research and innovative projects, being well acquainted of how to develop, integrate and implement the groups advice and insights. All the members of the team have published extensively, which will ensure the methodological development of the model. The associated partners will be well informed and included in the processes of COSI.ed- and USN have already several arenas where this can be done. In these arenas the associated partners will advise the partners in the project and be invited to have input towards the regional and national policy level. The last associated partner is the University of Cumbria, having been in the MaCE project but due to national and regional challenges could not be involved in this project. UoC however, will be invited in especially in the Introduction phase, and will be asked to give feedback on the development in the project. They will also share their network as also to influence policy level in Britain and countries in the university's network

The other Norwegian partner, Vestfold and Telemark County council (VTC) (P2) has just merged from two to one county and are in the South East of Norway. Most of the region has challenges, as described above, with a realtively high level of poverty, mental health issuesand low socio-economic background. The schools in especially in the old Telemark County struggled with the completion rates for many years, receiving students from lower secondary school with low marks and foremost choosing the vocational strand in upper secondary school. VTC has however, proven that they could lift these students up to the national average, despite the challenges mentioned above. There are still challenges about NEET and young people being on welfare. This partner has also a lot of experience with working in project and is therefore

well equipped to work towards the target groups as well as cooperate with the rest of the partners.

Furthermore, USN has a longstanding working relationship to Partner 2, VTC, which will enable the two partners in fulfilling the objectives for the project. Vestfold and Telemark County is part of the joint county network in Norway, which will be an important arena in the process of further regional and national dissemination and impact.

Partner 3 is VIA University College (VIA), Denmark's largest university of applied sciences. VIA participates through its Faculty of Education and Social Studies, the country's largest trainer of teachers and social workers, and its Research Centre for Pedagogy and Education, both of which deeply stemmed in research and cooperation with key economic, political and social stakeholders. VIA University College's strength is the collaboration with stakeholders, VIA was also a partner in MaCE and will therefore lead WP2 where the MaCE model will be introduced. VIA will train all partners are in the indirect approach, "youth Voices", building on the training experience and the handbook from MaCE. VIA will lead the processes of developing the COSI.ed model (WP2), and also developing and upscaling the good practice together with all the partners. VIA University College has also an interdisciplinary team, both from the teacher training education and the Social Education.

Partner 4 is FGU Nordvest- a new construct in Denmark, embracing several municipalities. The institution will draw on its expertise in supporting young disadvantaged learners helping them to develop personal, social and educational skills, and will cooperate closely with the university to develop a new educational pathway for young disadvantaged learners that need support in order to be able to access upper secondary school. VIA and FGU Nordvest will work closely together with the transformation and upscaling of the good practice in their region. VIA will take responsibility for a lot of the training, and supply students as role models to the Danish part of the project. FGU Nordvest will on the other hand facilitate in their organization the training of educational staff and supporting the young people, being trained through WP2. Together the two organizations will work with work package 3 and 4 to meet the project's goals, and will have a CCG in Denmark, making sure it works according to the descriptions in WP6, they will also work together with upscaling to policy level. Nationally in Denmark and towards the EU (WP5). FGU will also participate in the development of a 10 ECTS specialization Module, and they will be collaborating with "VIA" generating possibility of curriculum-based internship for teacher-students in the FGU.

Partner 5 is the University of Warsaw (UW), which participates through its Faculty of Education. The UW team is led by an assistant professor with experience in a European project on Early School Leaving. She will bring this experience from the Horizon project, understanding ELET and working as a team. The other two in the Polish project group are both well acquainted with working transnationally and with demanding projects. UW will work closely with the Polish partners (P6) UW will have responsibility for WP4, which will be central in the upscaling to policy level. The university has the expertise from previous projects and works will be of use. The results from WP 3 will be analysed and discussed regionally, at the CCG and also with all the partners in order to develop a sustainable COSI.ed model.

Partner 6 is a local government operated teacher development facility called Warsaw Centre for Socio-Educational Innovation and Training (WCIES). Even though all partners will in one way or the other be involved in all the WPs- partner 6 will first and foremost be focusing on the implementation of the project in their organisation, trying it out and gathering experiences. While they will be part of the international co-creating, they will be the main actors in the co-creating with the role models and the young people.

Partner 7, University of Porto (UPorto) is Portugal's second largest and highest-ranking HEI, which participates through its Faculty of Psychology and Educational Sciences and Centre for Research and Intervention in Education (CIIE). This research center has, as seen, a solid record of participation in funded research relating to the priorities of this call. UPorto will be part of all the work packages, but have the lead of work package 5, "Promoting the Use of COSI.ed Model in Inclusive Education and Youth Policies", which aims to develop policies for the inclusion of disadvantaged young people at different levels and in different context. This work package (5) will work closely with and build on the analysis and the results from work package

4. UPorto will lead the process of adapting and develop the final COSI.ed model and will coordinate the communication through policy channels and platforms. It will also lead the design and production of the COSI.ed policy and dissemination (in coordination with work package 7), as well as collaborate with WP1 (Management), due to their extensive experience and involvement in Erasmus projects.

Partner 8 is Associação para a Educação de Segunda Oportunidade (Escola de Segunda Oportunidade de Matosinhos). This Portuguese organisation brings considerable experience with young disadvantaged students that drop out of school and also has long experience with international cooperation. P8 will work closely with P7 in the region, to develop a regional model and then a European model. P8 will facilitate so that the master students can shake their life stories with the young people- and use the model to engage and empower the young people. Partner 8 will be represented in the two seminars in Denmark receiving training and then develop this to their regional model- as part of upscaling the project. Even though all partners will in one way or the other be involved in all the WPs- partner 9 will first and foremost be focusing on the implementation of the project in their organisation, trying it out and gathering experiences. While they will be part of the international co-creating, they will be the main actors in the co-creating with the role models and the young people regionally. UP will on the other hand be in the same arenas, but will be focusing more on the training of the role models, observations and analysing and synthesising the results and the experiences

Partner 9 is the UIB, which participates through its Faculty of Education and, more specifically, Education and Citizenship Research Group (EIC), with accredited expertise in key areas covered by the project. The team involved in cosi.ed project have a wide experience in participating in both national and international projects related to the objectives pursued in this call and is led by an assistant professor with experience participating in international research networks (especially VETNET) and in international and national projects focused on early school leaving from education and training. In addition, EIC team has an extensive network of contacts between educational centres (both secondary compulsory education and vocational training) and collaboration agreements with entities and organisations working with socially disadvantaged young and early school leavers. In the same way, EIC team has the possibility of signing agreements with local and regional Educational and Labour administrations. The team also has contacts in other European institutions and networks such as Cedefop, VETNET and Swiss Federal Institute for Vocational Education and Training that can be used for the dissemination of the project as well as for establishing future collaboration paths. The EIC team will be the responsible of leading WP 7 (Dissemination) but will also actively participate in all the WPs in COSI.ed project.

UIB has two associated partners Jovent (partner 11) and EAPN Illes Balears (partner 10), organizations with wide experience in guidance, training and labour insertion of disadvantaged learners, where the cosi.ed model will be upscaled. Applying this model, we expect to improve the educational and labour pathways of ELET youth (16-24 years old) providing them with a positive educational experience based on their needs, demands and voices and increasing the youth re(engagement) in the formal educational system (Intermediate Vocational Training). EIC team will be continuously coordinated with Spanish regional partners in order to evaluate and coordinate the development of the project at a regional level developing frequent coordination and follow-up meetings.

Partner 10 is EAPN-Illes Balears a non-profit organization/network composed by almost thirty organizations that works in the Balearic Islands helping people at risk of exclusion or in exclusion situations. One of these organisations is Fundación Patronato Obrero de San José, a non-profit organization founded in 1907 dedicated to addressing the needs of youth at risk of exclusion, providing multiple services to improve the different situations of vulnerability. The organization has extensive experience in the field of training and employment guidance for young people at risk of social exclusion and specifically with young people with a low level of education and with experiences of dropping out. They offer vocational training certificates (level 2), Dual vocational training and personalized and flexible itineraries of guidance to promote youth labour insertion. EAPN (via Patronato Obrero) will have an active role in cosi.ed project upscaling this model in its training centre and participating actively in all the WP of the project.

Partner 11 is Sociedad Cooperativa de Iniciativa Social y Formación Ocupacional Jovent , an NGO based in Palma created in 1984 and which began its activity as an educational organization from October 1989. Jovent is an entity of recognized prestige in the city of Palma, which promotes equal opportunities, improving the quality of life and social and labour integration of young people and other groups that present vulnerability factors.

Cooperativa Jovent has made a commitment to implement the Cosi.ed-model to diminish the early school leaving rate in both vocational / occupational and mainstream education.

Cooperativa Jovent will have an active role in the COSI.ed project in two ways:
- Being the leader of the WP3 and responsible for the regional development of the COSI.ed model.
- Experienced, teaching and implementing this model at the Center Jovent, in Palma - Spain; this in collaboration with the UIB.

Two members of the staff team are directly involved in this project. While one of them is the organization's manager (which shows institutional involvement), the second is a member of the tutors team - referents that constitute the key in the itineraries of vulnerable young people. That is, these two professionals respectively represent the management team and staff who will also be involved in the development of the COSI.ed.

Cooperativa Jovent collaborates since 2002 with the UIB in research projects - action, in the same way that it will do with the COSI.ed. This collaboration will allow the teaching, implementation and adaptation of the new methodology to be faithful to the theoretical basis of the Project. It is also stated that they will actively contribute to the financial management of the project, which should be the coordinator's responsibility.

Partner 1, USN will coordinate the project, and has both the capacity and the competence to do so. USN will collaborate well with the other partners (see next section), drawing on the partners expertise. Through the management plan, USN will ensure meeting places, on and off line, as well as a good management to support all the partners. All the partners have different experience that is important for the project. VIA and USN have both experience from the good practice, MaCE, and will together work with the partners in the introductive phase for all the partners to both experience and then start the process of exploring and upscaling the model to policy level. The regional partners (P2, P4, P6, P8, P10, P11) work with disadvantaged young people and will use the model in the target groups as described and, in this way, contribute to the development of upscaling the model to policy level. The HEI's will support help train the educational staff and will using their competence in leading the analysing of the interviews and all the other data, nationally under the leadership of WP4-leader UW. The HEI will ensure the scientific quality in making sure the model is research based, and the regional partners will ensure the usefulness, sustainability and the expected impact of the model. In this way the regional partners will work actively with the model trying it out and giving feedback and data to enable the model to be upscaled. The regional partners will also play an important role in the dissemination Work Package 7.

The different WP-leaders are chosen accordingly to their strengths. As mentioned earlier, USN is coordinating due to their Erasmus+ experience- but also being able to draw on the other partner's experiences. The project group has experience in working internationally. For WP2 Denmark is the leader- this due to the experience because of MaCE. However, MaCe' experience will be important in the beginning to understand the model for the new partners but demark will lead them to start the upscaling process and add other contextual experiences. Jovent is the lead partner in WP3. Jovent is a solid organisation with a lot of experience in working with disadvantaged young people, but also working internationally. Since this package is dependent on the regional partners experience with the model, it is important that this package is led by an organisation that also have the experience like Jovent has, with international projects. For WP 4 Poland is the lead partner. In this WP we will analyse and synthesise the exploratory phase and upscale he projects towards policy level. Poland has long experience from international work and research on ELET and will be a good leader for this WP. UP will lead WP 5- the upscaling to policy level. UP has a solid group of researchers that will draw on their expertise in policy development to ensure the processes around the upscaling. In WP 6 we will work through collaborative groups, ensuring the policy makers and the young people that are experts in their own field to support, criticizes and give advice to the partners. USN in leading this since they have worked for several years and has developed this in research and education. UIB is leading WP 7, and will ensure that the project will disseminate the results and the experiences throughout the project.

### 3.3.2 Cooperation

*Please describe the cooperation arrangements (across the partnership) with stakeholders and any other relevant party. Please describe how consistent and effective communication and reporting will be ensured. Please describe the implementation process and the division of tasks between partners specifying how a good balance in the attribution of roles is ensured. The roles attributed to each partner should guarantee a good balance between analysis and exploitable outputs for scaling up.*

The project is rigged in a way that will ensure cooperation and communication on several levels, both face-to-face and online. This is adamant to ensure the progress and reporting that will further the objectives of the project and the upscaling to policy level. To make sure this happen, the PC will follow the plan presented below, as well as initiate ad hoc meetings when that is needed. The WP-leaders will also report to the PC when they see that more contact is needed or other cooperation possibilities than is anticipated in this application.

The planned meetings and seminar that will ensure both communication and cooperation is as follows

- 5 physical seminars/workshop
-  Kick off seminar
- Seminar about EQL and IA
- National seminars about EQL and IA
- Consortium meetings
- Meeting with the management team
- International conference
- Online meetings with the management team.
- Ad hoc cooperation online
- National meetings (between HEI and the regional partners)
- Meetings with stakeholders (policy level)
- CCG- local and international (WP6)

Below there is a table showing the planned frequency of the meetings. Further down we will explain the activities a bit more.

## Meetings and seminars

|  | S2021 | | A2021 | S2022 | A2022 | S2023 | A2023 |
|---|---|---|---|---|---|---|---|
| **International seminars** | January | April | | March | | March | Des |
| **Kick off** | X | | | | | | |
| **Consortium** | x | x | | x | | x | x |
| **Seminar about Equality lit** | x | | | | | | |
| **Seminar about Indirect Approach** | | X | | | | | |
| **Management team** | x | x | | x | | x | X |
| **International conference** | | | | | | | X |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **National day seminars (courses, CCG)** | x | x | 2x | Feb, May, June | 2x | 2x | x |
| **CCG** | | X(intern.) x | x | x | x | x | x |
| **Management team, online** | Regularly between the international seminars. Using ZOOM as a communication tool, four times a year. | | | | | | |
| **Ad hoc cooperation and communication** | Canvas – teaching platform- online teaching if needed with partners and stakeholders. Teams – for all the partners. | | | | | | |
| **Meetings with stakeholders** | | | | x | x | x | x |

**Internationals gatherings incorporating consortium meetings, training seminars, WP-leader meetings, WP work, CCG-meetings, planning.**

The project will have five international gatherings where several cooperative arrangements will take place. The consortium will meet every time, to ensure the wholeness of the project, the work package leaders will also during the gatherings have allotted time to cooperate with the partners as a whole or separately about their work packages. The coordinator will make a plan that the partners will agree on. The CCG will have regular meeting as described in WP6 as part of the internationally gatherings. Other aspects of the international gatherings will be the training seminars (WP2- being trained, WP3- cooperating about the experiences, WP 4 analysing and Wp5 upscaling to policy level).

**National/regional gatherings**.

On top of that the national partners will meet for planning and monitoring the progress in their explorative and upscaling phases as well as the budget and monitoring the progress according to the milestones set for the project as a whole and in the different WPs.

CCG will have national meetings as described in WP6, where the members meet and discuss and recommend with the view of making a sustainable model for European purpose. The national partners will meet to plan and co-create their regional exploratory and upscaling regional effort.

**Online meetings**

The coordinator will have regularly online meetings with the WP-leaders to ensure the communication and the progress of the work packages individually, but also as a whole. When necessary the coordinator will invite all the partners in, with one representative. This might be necessary in the autumn of 2021 and 2022 since that is the time for regional seminars and implementation, and not international meetings. In this way the partners will be updated. On top of that there will be ad hoc online meetings, to ensure communication in unforeseen situations.

**Training seminars**

Even though Demark have the main responsibility to train the partners in the good practice to be upscaled, this is just the start. The partners will then in the two seminars in the spring of 2021 start the upscaling to their regional context, planning how to explore into their target groups and Role models, and how the model can be improved from the exploratory effort. The seminars are part of international gatherings. There will then be local training seminars for the role models nationally at the beginning of the exploratory phase. After a year of trial, a new round of local training seminars will be held. Now having experienced role models to contribute.

**Communication and reporting:**

As can be throughout all the WPs- there is activities and outputs that will report on progress and activities that takes place in the WPs. In this way we will ensure that the different activities will all work towards the upscaling of the model to policy level. We will also use tools like Canvas, TEAMS and ZOOM to ensure that we can communicate freely, without any problems.

These tools have been tried earlier by USN for international cooperation and proven to be a good support. Canvas is a teaching arena, where curriculum, plans, videos and teaching can happen. In this way we will be able to reach each other's target groups and role models whenever we choose, and we will also have access to everybody's work, before they are ready to be published. TEAMS can be used in a similar way- but Canvas is a bit more stable. As we see it now, TEAMS will be used to chat, and for co-writing- like we must develop this application. ZOOM is in cooperated in CANVAS but can also invite others in that do not belong to this learning platform. ZOOM is a more stable and practical tool than skype (since many uses skype versions that are not working together)- and here we can also split into groups if we want or in one room. In this way we have a lot of choices that will cater for the project's needs when we are not able to meet face-to-face. For as many as 12 partners to be able to cooperate- this is very important and will help us in the communication and cooperation of the project.

**Roles in the project**

All the partners are equal in the project but have different roles when it comes to carrying out different tasks, activities and output. All the partners will be part of all the WPs- but in different ways and degrees. VIA and USN will because of their experience have a specific role in WP2, but the rest of the partners will work on developing MaCE and the material towards their regional context, as well as analysing the different context that will be a base for understanding the findings in the later WPs. In WP3 the regional partners, and P11 as WP-leader- have the main hand on the exploratory phase. The work is both implementing and developing the model both as part of the project and as part of their job with the disadvantaged young people. The HEI partners will follow and support and cooperate nationally. All the partners will report on their findings to the PC as described above. Wp4 and 5 are overlapping each other and is the WPs that entails the upscaling to policy level. P5 and P7 will head these WPs- and the other partners P1, P3 and P9 will contribute in the analysing and work with stakeholders and so on, as described in the WPS. The regional partners (P2, P4, P6, P8, P10, P11) will also work with this, and with both the associated partners and the stakeholders that are important for this to be done. WP6 will go throughout the whole project and involve stakeholders, young people etc. as described in the work package description. This will be an important voice into the other WPs, to ensure that the product will be sustainable and usable for other countries in the EU. USN has the lead in this package, since the university has experience with this model, however, all the partners will contribute in since there will be national CCGs as well as one international. WP7 is being led by P9, and will also run through the whole project. This will be important for the impact and the success of communicating the results and possibilities that is within the model.

The implementation of the model in the target groups will be led by both the university and regional partner(s) in each country, but with the regional partner having a more "hands on" position and being more available to monitor the progress. The results from these processes will be reported on in WP3 and be part of the ongoing analysis in WP4 and WP6- which again will inform WP5. From the trying out the COSI.ed model in all the different contexts it will firstly have been tried out locally and regionally, which will involve the regional policy level. Then secondly, we will work through WP4 and 5 towards the national level and the European policy level. In this way, the model will go from local to regional, from regional to national and from national to European level throughout upscaling process.

## 3.4 Impact, dissemination, and sustainability

*This criterion focuses on the envisaged impact, and the measures taken by the partnership to ensure the appropriate capability to disseminate the project outcomes and results. It also focuses on the initiatives taken to ensure the long-term exploitation of the project, as well as its sustainability.*

*Each comment box in this Section should contain a **maximum of 20 000 characters with spaces** (about 3000 words).*

### 3.4.1 Dissemination

*Please outline the strategy put in place to ensure the reaching of the project target group(s), relevant stakeholders and the general public during the lifetime of the project. Such a strategy should include three aspects: awareness-raising; dissemination (i.e. the sharing of new ways and results by which upscaling of good practice(s) or the development of innovation(s) will be achieved) as well as communication activities. Please explain the plans for making any produced materials accessible (through open licenses).*

Dissemination is a planned process of providing information on the results of program and initiatives to key actors and involves the spreading of the information about the project successes and outcomes as far as possible. Dissemination activities are processes that take place in parallel with the project as all project outputs will be brought into practice and will be tested and piloted.

Making the public aware of the project will impact on other organisations in the future and will contribute to bringing awareness to the organisations carrying out the project (and their networks).

To effectively disseminate the results of COSI.ed project, an appropriate process needs to be designed at the beginning of the project. Over the first few months, the Dissemination and Exploitation Plan (DEP) will be develop describing the actions to be carried out before, during and after the development of the project and specifying the objectives to be achieved, the target audience, timing, channels to be used and the tools for assessing its impact and effectiveness. The DEP will take into account the latest tools, resources and communication channels resulting in cost effectiveness and maximum impact.

Specifically, the COSI.ed DEP will pursue the following objectives:

- To raise awareness about the situation of disadvantaged learners in transition and at risk of not completing their educational pathway.

- To raise awareness about the need to apply new intervention methodologies (Co-creation, Indirect approach and Equality Literacy) for the improvement of teaching and learning processes and the decrease of social and educational disadvantages taking into account youth voices.

- To provide scientific evidence on the quality, relevance and effectiveness of the impact of upscaling the COSI.ed Model in different countries, contexts and realities.

- To engage stakeholders and target groups within their active participation in all the development phases of the project co-creating new knowledge and practices.

- To extend the impact of COSI.ed project by involving other stakeholders, practitioners, researchers and policymakers at a local, regional, national and European level in order to enhance the sustainability of the project and the transfer of the project results to other contexts and realities.

- To develop new partnerships and networks in order to share the results of the project, to co-create new knowledge in order to stablish future cooperation.

With the aim of reaching as many people as possible, the dissemination activities will be aimed at both the project's primary and secondary target groups and another target audience such as:

- Academic staff and students at the partner institutions not involved directly in the project

- Academic staff, students and students' support services at different educational institutions

- Teachers, youth workers, social workers, researchers, learning providers, careers guidance and other professionals working with young people.

- In-house dissemination in the partner's institutions

- Regional, National and European policy makers

- Press and media

- Society

Specifically, the dissemination activities that we will carry out are:

## Project branding and logo

A specific project logo will be developed for the project identity and will be included in all project promotional and dissemination materials and outputs.

## Promotional material and templates

The project promotional material will be created in order to disseminate the project. Leaflet will be developed in the first half year of the project and will be continuously distributed over the course of the project. The Leaflet will describe the project, its main objectives, methodology, partnership, funding and expected impact, and it will be used to raise general awareness of the project and will be available in electronic and paper format. It will be accessible in the webpage of the project and partners will be encouraged to distribute it through their networks, websites and at relevant events.

Roll ups will be more of a visual nature, representing and having all contact information of the project

In addition, Word, PowerPoint etc (to be made into open access) templates will be developed for internal and external use.

All these materials will include the logo of the project, the Erasmus + logo and the website of the project.

## The project website

www.COSI.ed.eu website will be the main tool for disseminating the project outputs as a communication resource to promote the project and to keep interested parties informed on the project progress, results and outcomes. The website will also be a repository of public deliverables and results in order to ensure that the project outputs are available to a wider range of people. In addition, it will become a central tool for provision and exchange of information of researchers and research groups, their expertise and scientific output in terms of publications with relevant stakeholder groups.

The website will be regularly updated to feature the project progress with a calendar including all the events organized by COSI.ed project as well as events where partners are going to be represented and any other events of interest to the partnership.

The main language used will be English, however the basic information about the project and the country reports will be presented in partners countries languages as well. The website will be launched in January 2021 and will be updated at least until December 2025 in order to guarantee the sustainability of the project.

Webpage will be linked to the Erasmus+ Project Results Platform and all the disseminated materials will have the EU-logo, an acknowledgement of EU funding and be available in "open formats".

## Newsletters

Cosi.ed project newsletters will be a tool for on-going dissemination. It will include information about the project's progress: articles about meetings, participation in conferences, information about deliverables and milestones and feedback of stakeholders involved in project activities. The digital newsletter will be circulated by all partners to their own contacts and networks.

The newsletter will be distributed to three groups of contacts:

- To website users who sign up to this service.
- To contacts collected during the project activities.
- On the project website.

Other information about important outcomes of the project will be delivered through the partners' existing newsletters.

Via the Newsletters distribution the target groups will be regularly informed about the progress of the project work and their related opportunities. As already mentioned, with the help of all project partners, a contact database is compiled for the project newsletter.

## Press releases

Press releases will be issued to ensure that civil society, entities and organizations and the wider community are aware of the project, its objectives, events and outcomes. Partners will be asked to send proposals for topics for press releases monthly.

**Social Media**

COSI.ed project will open social media accounts (Facebook, Twitter, Youtube) in order to disseminate all the activities carried out in the project. Each partner will contribute to share the information through their institution networks and profiles.

**National, European and International Networks**

Networks will be used to spread the project events, results and outcomes at a national, European and International Level.

Nordic Educational Research Association; EAPN-Spain; EAPN-Balearic Islands, Educational and Vocational Training database collaborators and Incorpora Network (Balearic Islands); International Research Network on Equity in Youth Education and Training IRNEYET, Children's Rights Academic Network CREAN, MACR Childhood Studies and Children's Rights, EERA-VETNET, CEDEFOP, among others.

**New Networks and partnerships development**

A network to involve policymakers will be created for the duration of the project and after its completion, in order to develop policies for the inclusion of disadvantaged youth at different levels (local, regional, national, European) and in different contexts through translation and adaptation of COSI.ed model.

At the same time, we will establish new networks and links with other EU projects and stakeholders in order to not overlap actions and to establish synergies. These actions will be also developed to ensure the sustainability of project results, the transformation of know-how, best practices and to establish future partnerships.

**Training and capacity building**

In order to raise awareness about the need to apply new intervention methodologies (Co-creation, Indirect approach and Equality Literacy) for the improvement of teaching and learning processes and the decrease of social and educational disadvantages affecting youth and taking into account youth voices, specific training courses will be hold and will be addressed to various target audiences:

**a) Training addressed to partners, target groups and role models:**

- **Training the partners, target groups and role models** in Mace Model to apply the model to regional contexts. This action will involve several training courses (2 courses, 2 seminars and 1 national seminar, see WP2) for partners for the subsequent implementation of the model in their respective countries (training of trainers). This process also implies the development of a new *Curricula* adapted to the special characteristics of the target groups and role models in each context. After this, partners will train their national role models subsequently the role models interview target groups and develop the COSI.ed model based on their own experiences.

**b) Training addressed to other target audiences:**

- COSI.ed model will be taught in courses addressed to the partners' university students and teachers (compulsory courses in the Faculty of Education (Poland); seminars addressed to Social Education and Pedagogy Students (Spain); to design and introduce a course on Education and Social Inclusion inspired on the MaCE framework into the Education Sciences' master course (Portugal).

In addition, the final International Seminar will be an adequate approach to spread the final results and best practices of the project and will be addressed to a wide variety of target audiences: partners, target groups and role models, stakeholders, policymakers, teachers, learning providers, researchers, youth workers, social workers, careers guidance and other professionals working with young people.

Training actions will be promoted through all issues developed in the project for dissemination: website, newsletters, press releases, social media, partner's website and Networks (national, European and International).

**Meetings**

Co-creation implies to work actively and in a collaborative way, so the development of meetings with partners, target groups, role models, policy makers and stakeholders is essential for the optimal development of the project, its impact and effectiveness.

- 6 international management meetings for the coordination of the project

- 2 meeting per year with policy makers at a regional and national in order to translate and adapt the COSI.ed model to support inclusive youth policies (see WP4)

- 3 meetings per year (at a national level) for establishing and running CCG; and 1 international meeting (see WP6)

- Regional and national meetings in each country with stakeholders,

Meetings will be promoted through all dissemination issues developed in the project: website, newsletters, press releases, social media, partner's website and Networks (national, European and International).

**Disseminating and Promoting new educational and practical materials**

The development of the project using co-creation and actively implying target groups, role models, policymakers and stakeholders will lead us to elaborate practical materials in order to spread and transfer the results of the project to ensure their sustainability.

- **Handbook on how to facilitate CCG in electronic format**

- **COSI.ed Toolkit for stakeholders** will provide a practical guidance, good practices and tools in order to tackling early leaving from education and youth disadvantaged situations by upscaling the COSI.ed-model. This toolkit will be addressed to teachers, learning providers, researchers, youth workers, social workers, careers guidance and other professionals working with young people.

- **COSI.ed Toolkit for policy makers** including policy recommendations in order develop innovative and inclusive policies for the inclusion of disadvantaged youth at different levels (local, regional, national, European) and in different contexts through the upscaling of COSI.ed model.

All these materials will be upload to the project website and Erasmus+ Projects Results web page and will be promoted through newsletters, press releases, social media and networks.

COSI.ed project will also produce during and after the development of the project interim reports in order to evaluate the impact of the project and the quality of the partnership.

**Participation in external events**

Project results will be promoted participating in local, regional, national and international meetings, congresses, seminars and conferences as a useful way to communicate the results of the project to maximum number of persons as possible.

Each partner will regularly participate in international conferences (e.g. ECER, NERA, WERA, ICCE, EUSARF), national conferences (e.g. Pedagogical Congress, National Sociological Congress, conferences initiated by Faculty of Education in the case of Poland) and will participate in local and regional events in order to promote the results, outcomes and good practices of the project.

Abstracts, communications and conference papers will be upload in project website, Erasmus+ Project Results Platform and they will be promoted through partners networks and websites.

**Final International Seminar**

At the end of the project, an International Seminar will be developed  in order to spread the results, impact, good practices and future applications of the project with the active participation of the direct beneficiaries of the project (partners, target groups and role models),

policymakers and other target audiences (teachers, learning providers, researchers, youth workers, social workers, careers guidance and other professionals working with young people).

The promotion of this event will start 6 months before its development and will include the elaboration of press releases and the promotion through international and national networks, partners and project websites and social media.

The main conclusions of the seminar will be published and disseminated in the webpage of the project, Erasmus + Projects Results website. Each partner will disseminate all the information through their own webpage and social media, National and International Networks and all the channels considered necessaries in order to spread the results of the project and the materials developed.

## Dissemination actions after the project

After the development of the project, dissemination activities will continue in order to guarantee the sustainability of the project. Meetings with stakeholders and between the partners must be held in order to develop future cooperation actions, to maintain the contact with policymakers and to ensure their implication in the development of inclusive policies for youth.

In addition, partners will continue promoting the results and impact of the projects participating in national and European seminars.

The website will be active and regularly updated until 2025.

## Partners dissemination responsibilities

- Reporting on Dissemination Activities: As part of the EU requirements, all the publications and dissemination activities related to COSI.ed project have to be reported. Partners should keep track of all their dissemination, publication and exploitation activities during project implementation reporting the following information for every dissemination activity carried out: type of activity; target audience reached and the cost of the activity.

- Promoting all the dissemination activities through their own institutions, networks, contacts, sites and social media and participating in conferences, seminars and congresses in order to spread the results of the project.

- Publishing and promoting information about COSI.ed project on their own website to acknowledge about project objectives, target groups and results. In this way, the networks and stakeholders of all project partners will be informed about the project ongoing results. In turn, it must contain the links to the project website and Erasmus+ Projects Results web page.

- Ensuring the visibility **of the European Union and of the Erasmus+ Programme** using the European emblem (the 'EU flag') and the name of the European Union spelled out in full in all communication and promotional material and following the Guidelines for beneficiaries on the use of the EU emblem in the context of EU programmes.

- Using the Erasmus+ Project Results Platform for the dissemination of good practices and to ensure the availability of the deliverable's and outputs generated in the project.

### 3.4.2 Impact

*Please define the foreseeable impact of your project in relation to the project target group(s). Explain how the results of the activities will support long-term changes, improvements, reforms or other developments for the benefit of the target group(s) and systems concerned, notably for the identified disadvantaged group(s). Please describe how you will define your impact objectives and how you will measure them. Identify qualitative and/or quantitative elements (indicators) that will allow you to measure impact. Describe how the evaluation process will be used to arrive at meaningful policy recommendations at the various intervention levels (institutional, local, regional, national, EU). Make sure that the information in this section is consistent with the project Logical Framework Matrix (Part 6 below).*

The COSI.ed project will have substantial impact on several levels, from the individual to the systemic level. The project is based on a former project with a proven track record and very encouraging results. By upscaling the project to policy level and adapting it to other national and regional contexts, we believe that the same positive effects can be seen across Europe. By extensive dissemination efforts and policy-level dialogue, the methodology has the potential to significantly reduce drop-out rates for disadvantaged young people across different educational levels in Europe.

Disadvantaged students from both lower and upper secondary school are the target to include them in continuing and completing their education and encourage them to enter the labour market or/and equip them for higher education. This is done, as seen earlier by training educational staff to function as good role models using the MaCE-model, co-creating, the indirect approach and the use of Equality Literacy.

**Individual:**
The impact on the individual disadvantaged young person will potentially be substantial and lay the foundations for more successful integration into the education- and labour markets. Young people can transform their knowledge and experience into an asset to enhance their professional profiles. This is done by students acquiring skills through the co-creating with the educational staff and role models and will enhance and improve student retention rates within education or improve their possibility to either come back to training, education or work. In this way one could say the project will minimise the risk of social exclusion or disengagement for students with this background.

Teachers will benefit from having another tool in their toolbox for students who are at risk of drop-out. Teachers will not only be able to increase retention rates, but also draw insights from the individual students' lived experience and meet students at their level.

ELET/NEET young people (out of school) will find their own experiences and tacit knowledge translated through subject–subject relationships, and will find school or training as more original, attractive, and useful than knowledge developed and imposed in a 'top down' approach. They will be voicing these experiences across European contexts.

By providing another way of approaching ELET/NEETs a dialogue will emerge, rather than a top-down perspective. ELET/NEETs are experts on their own lives and are as such valuable and will bring in fresh perspectives and perhaps new solutions/approaches to ELET/NEET problems.

Involving educational staff in researching on their own practice will teach them important transferrable skills, that will be attractive to their employers. For the young people being part in these processes they will be empowered and more secure, independent and good role models for other ELET/NEET as well as becoming more flexible in their career choices and more resilient to changes in the job market.

**Participating organisations**
By involving educational staff- and young disadvantaged students- in working with the COSI.ed model, will strengthen the research-based education through the close link. The partition of teaching and doing research (here-on one's own practice) will diminish. While acquiring important knowledge about teaching ELET/NEET students through the collaboration, one is also doing research on how to improve the teaching/relational processes which will be important in the upscaling to policy level. The data and experience generated from the exploratory phase (WP3 in particular) will enable educators and politicians to draw transnational comparisons.

The universities will also be able to create more innovative and better study programmes that are responsive to the needs of the society around them. The modernisation of the curricula will be in this way be informed by the experiences and needs of ELET/NEET young people and strengthen the quality of teaching and training of new educational staff.

A long-term effect of the COSI.ed project is that by reduced drop-out rates and by training educational staff, more employees with experience and understanding for young people with

ELET/NEET background will be recruited to work as teachers/trainers. By having more teachers/trainers with this experience and competence about how to include these young disadvantaged learners, there will be more competence and focus on ESL/NEET-students' needs in the organisations. This competence is currently lacking in the education system. Increasing the completion rates and hire educational staff with this competence, trained in the COSI.ed methodology, will give a voice to these disadvantaged young people in the education system that has been lacking.

By providing a toolbox for teachers, social service institutions and policy makers, the project seeks to have a lasting impact on the European educational system.

**European level:**
Having a set of tools to influence the political agenda, policy setting and implementation is of utmost importance to reduce drop-out and increase attainment will help the EU reach its goals for lower levels of ELET. It will make EUs education systems and labour markets more inclusive, provide a bigger pool of talent to employers, provide candidates with important qualities for tomorrow's job market and contribute to making companies and public sector more competitive.

**Stakeholders:**

The project will produce an empirically informed evidence base that will be of interest to others in the sector and to local education providers and national employment institutions. The approach will have proven to be able to be applied broadly to other contexts and regions all over Europe. this will include for instance vocational programmes that train practitioners to work with vulnerable populations and help reduce the stigmatisation of economically disadvantaged students. Through the WPs and the development of the upscaled COSI.ed model to policy level, the project will provide a range of stakeholders within the education fields with the tools to change their courses.

The collaboration between Associate Partners and other stakeholders will have an impact by the dissemination of a model on working effectively with ELET (3.3.2 and WP7). Being involved in the project, they all are committed to minimise the risks associated with ELET/ NEET for young people. This is uniting young people's support services, agencies and education providers.

Qualitative Indicators

- Evaluations from participants at the national seminars in five countries.
- Evaluations from participants in the target groups
- Evaluations from the CCG (WP6)
- Evaluations from the associated partners
- The interviews of the young disadvantaged learners
- The focus interviews of the educational staff/Role models

Quantitative Indicators

- Numbers of Role models participating in the projects
- Numbers disadvantaged young people being part of the project
- Numbers of website visits
- Number of people being reach through social media
- Results from the qualitative surveys on the educational staff/Role models
- Results from the qualitative surveys on the young disadvantaged learners

### 3.4.3 Sustainability

*Please describe your strategy - including measures and resources - to ensure that the results and benefits of the project can be sustained beyond the project lifetime.*

All partners will be made aware of the need to ensure the sustainability of the project after its completion. All partners will jointly formulate and commit to a strategy to sustain the results of the project after its completion.

The strategy will cover both activities that do not require additional financial resources (e.g. use of the knowledge and skills acquired during trainings in the professional life) and those that involve the allocation of additional resources, e.g. maintenance of the website.

The impact of the project - not only in the academic but also in the social and political context will be ensured through:

- Continuation of the study programmes (courses, modules) that have been established based on COSI.ed model that would be taught in all partner countries at BA and/or MA degree programmes;

- Continuation of the offer of trainings of COSI.ed methodologies to different target groups (e.g. educational staff, in-service teachers, youth workers) according to needs analysis;

- Continued use of all educational resources (course materials, training materials, curriculum, toolkits, handbook etc.) created in the project;

- Continued dissemination of project results through by popularising knowledge about the project, disseminating outputs and promotional materials, presentations at conferences, scientific seminars, teaching the COSI.ed methodology to new students;

- The professional activities of the graduates of the programmes, participants of the trainings and their usage of the COSI.ed model of working with disadvantaged youth in their future professional work;

- The policy recommendations will be made available to all stakeholders to encourage their application in youth policy for social inclusion in selected regions;

- The continuous efforts of all partners involved on a local, regional, national and European level to disseminate and continue efforts to implement the model;

- Partnership and exchanges with stakeholders and between the partners will be continued in various ways (e.g. Erasmus+ student and staff exchanges, joint seminars) to maintain the contact with policymakers and to ensure their implication in the development of inclusive policies for youth.

The possibility of sustaining the effects of the project will be ensured by:

- making the most important and relevant outputs, especially educational materials for self-reuse, remain freely available and accessible on paper and/or electronically also by the project website www.COSI.ed.eu which will be updated during all the project and maintained until 2025;

- making all the promotional materials produced by the project available on the project's website but also on paper and disseminated by other communications channels and platforms, including beyond the project's lifetime;

- distribution of outputs and promotional materials during various events: presentations, visits, conferences, seminars and others;

- sharing the outputs and results through various communication channels, social platforms (such as: Research gate, Academia.edu, podcasts, Twitter etc.) and professional networks;

- preparation of joint publications and sustaining the cooperation between all partners and stakeholders.

Outreach: Good practices for structural exchange between academia, policymakers and other stakeholders will have been set up through the exchange platform envisaged (conference, seminars, workshops etc.).

Such exchanges could possibly lead to e.g. the establishment of long-term cooperation with universities, educational institutions, NGOs, and by this engage in structural involvement of other stakeholders in creating the education reforms aimed at disadvantaged youth.

The universities and the regional partners will continue to work together after the project is finished. Many of them have already worked together in other projects, and this project will establish the relationship even more. The university partners also want to apply for research funding when the project has finished, to explore this way of working even more.

# PART 4. Work plan and work packages

*Please enter the different project activities you intend to carry out in your project.*

*Duplicate and complete for **each** work package.*

## Work package activities:

| Work package No. 1 | MANAGEMENT |
|---|---|
| **Work package type** | *The list below is not exhaustive. If needed, please add other Work package type(s).*<br><br>☐ Preparation (including analysis, rationale of the good practice(s) chosen, <u>or</u> innovation(s), evidence of its effectiveness, etc.)<br><br>☐ Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)<br><br>☒ Management<br><br>☐ Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen <u>or</u> innovation(s), voluntary activities, training, capacity-building, etc.)<br><br>☐ Quality Assurance (quality plan)<br><br>☐ Evaluation<br><br>☐ Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen <u>or</u> development of innovation(s), awareness raising activities, etc.)26<br><br>☐ Exploitation of results (including further dissemination and/or upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.) |
| **Title** | Administration and management |
| **Description and envisaged results** | The objective of this WP is to ensure the stability and management on all areas in order for the project to succeed.<br><br>• To create an identity and framework that enables all the partners to work well together, internationally and nationally (WP1.1 and 1.2)<br><br>• To make sure the expenditure is according to the commission's directives, and that the partners follow through throughout the project (WP1.1)<br><br>• To ensure that all the WP-leaders both carry through the intended activities and reach the WPs aim, as well as working across WPs to ensure the main objective of the project. (WP1.1 and 1.2)<br><br>**WP1.1: Establishing cooperation structure and accountability between the partners**<br><br>Multi-participant projects require a defined management structure and legally backed central coordination, thus structural management tools support all partners in monitoring and enveloping their activities. A defined and structured project management capacity will allow the project partners to facilitate the progress of the project's objectives and in collaboration with the work on WP 6 will ensure that critical milestones are reached on time and in high quality. A manage team will be created, with one representative from each country. the national partners will agree between themselves. The management will be supported by the administration of USN and will employ successful management tools to ensure the highest standard of project coordination respecting all EU requirements. Partner 1 with the coordinator professor Bunting will be responsible for carrying this through in cooperation with the other partners, focusing on partnership agreement, project development and results and Financial Monitoring tools and auditing. The other partners are well equipped as they have been part of several partners earlier and are used to cooperation internationally. Because of this all the partners will fulfil their tasks and |

obligations, complete reports according to schedule, develop learning materials, pilot programs, ensuring sustainability through faculty training workshops, integrating new curriculum into their programs of studies and disseminate outcomes and experiences from the project.

A basic platform of trust and cooperation has been established through earlier cooperation and especially in the process of applying for funds together. The way the participants have been selected has secured the partners with competence in different fields and with complementary skills. The institutions have been involved in longstanding cooperation and should reduce the risks of conflicts and communication errors. To regulate the progress during the project period, written descriptions and commitments will establish the framework for the project describing activities, roles and responsibilities among the partners. Minutes from all meetings will be recorded ensuring documentation of what has been agreed upon.

Nevertheless, conflicts and disputes might occur. Procedures for dispute resolution to be used within the project will be detailed in the Consortium Agreement, which will be signed by all project partners before the onset of the project. Any conflicts or disputes will be promptly brought to the attention of the project coordinator (PC), and if needed will be the casting vote. The project will initially resolve any conflicts within the group. In the event of larger legal conflicts, it would be natural to use Deans of Faculty in the HEIs. Should the conflict not find any solution, the Norwegian court system will be the final arbiter, since the project coordinator is regulated by Norwegian law.

In the consortium agreement there will be guidelines for conflict resolution processes. These will be agreed on in the very first consortium meeting. Furthermore, the management team will make exact work- and time plans with very clear responsibilities and a transparent communication system; this is the rational basis to solve conflicts. The national project management team and the WP-leaders will notify the PC immediately.

### WP1.2: Ongoing management and cooperation

To ensure the ongoing work is not only being carried out but is reaching the goal of the project, the PC and the management team will coordinate, and ensure a transparent communication throughout the project. This will build on the already established professional and collegial working relationship that all the partners have established and developed before this application. This relationship will be developed further in order to deliver the targets in all the WPs in this project. The project partners have already made significant use of technology to support the planning of the project and as the project develops, we will make more extensive use of technology to support communication and cooperation. Moreover, members of the team have already worked collaboratively in different positions, have led projects and have learned to handle conflicts in a professional way. The most important qualifications in this context are the ability to communicate and to see things from others' perspectives.

The project co-ordinator (PC) and the project management team (PMT), which is comprised by one representative from each work package, will carry out the project management. Each work package (WP) is led by a representative from all the countries, and mostly HEI because of the operational experience in international projects, and P11 form Spain leading the transferring WP needing the expertise of an organisation working with disadvantaged learners. who will report to the PMT. The project coordinator will establish an administrative team at USN, including a controller.

### WP1.3 The quality assurance.

This sub work package is intended to continuously monitor and act on the development of processes and deliverables within the work programme and budget; progression towards the project' general and specific objectives; effective communication and cooperation within the partnerships; and risks that might hinder the fulfilment of the project's objectives. Details of this process are provided on the Quality insurance field (3.2.5). The main expected results of the activities and tasks within the quality assurance plan are the adequately and effective management of the projects with activities/tasks completed on time and with the appropriate resources, reinforcement and extension of the established partnerships, mitigating risks and overcoming of obstacles and difficulties, and, most of all, fulfilment of the projects' objectives.

| List of activities | **WP 1: Meetings enables coordination of all tasks and is facilitated through:**<br><br>**A1.1.** Kick-off for the project |
| --- | --- |

**A.1.2** Establishing a Partners Project Monitoring Commission in articulation with the establishing of the International Collaborative Competence Group

**A1.3** Producing interim and final progress reports

**A1.4.** Project seminars twice a year.

**A1.5.** Five international project management meetings (PM) will be held during the project period where there will be a management session with the national leaders and others if applicable, usually parallel with the project seminars. These meetings will always include financial and operational control.

    **i.**       PM1: January 2021

    **ii.**      PM2: April 2021

    **iii.**     PM3: March 2022

    **iv.**     PM4: February 2023

    **v.**      PM5: December 2023

**A1.6.** Online meetings on TEAMS or ZOOM between project coordinator (USN) and members of PM to ensure the communication between the partners. The PC is responsible for setting the meeting, send out agenda and making sure the minutes are done and made available for all.

**A1.7.** Qualitative surveys twice during the project period to the teachers and the young people participating to find out how they have experienced this way of working. The results will be used in monitoring the project as well as supplying data for the analysis in WP4 that will also enable the upscaling to policy level (WP5)

| **Estimated Start Date (01-2021)** | **Estimated End Date (12-2023)** | **Duration in months: 36** |
|---|---|---|
| **Country of activity** | Norway | |
| **Lead Partner** | University of South-Eastern Norway (USN) | |
| **Contributing partners** | Telemark and Vestfold County | |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O1.1 |
| | Title | Consortium agreement |
| | Type | Contract |
| | Description | At the beginning of the project, a partnership agreement will be signed between the coordinator and each of the project partners, to cover all financial, legal, monitoring and implementations aspects related to the project. |
| | Due date | 01.02.2021 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Contract – signed by the partners |

| Outputs | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O1.2 |
| | Title | Milestones and Ghant-sheet |
| | Type | Plan |
| | Description | The oversight from this application will be visualised and broken down into even smaller units using a ghant sheet with important milestones in all the WPs (activities, outputs) which also include the expected reporting to the management team and the coordinator. This will be developed as the project goes on, ensuring that there is an visual overview that all the partners are accountable to what goes on in the project . |
| | Due date | First edition 01.01.2021 – being edited ongoing |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Excel sheet- online |

| Outputs | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O1.3 |
| | Title | Establishing and running management team |
| | Type | Organisation chart |
| | Description | A Project Management Team will be established at the beginning of the project composed of the project coordinator and one representative from each participating organisation. The PMT will meet once a year to review and monitor the project progress and quality and will also be the official body to solve on a democratic basis any conflict between the partners. The coordinator will be responsible to lead the project towards the expected results within the defined timetables, yet it will be flexible and attentive as needed to implement the recommendations from the PMT. |
| | Due date | 01.01.2021 (established- ongoing throughout the project) |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Organizational map and meeting plan-online |

| Outputs | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| --- | --- | --- |
| | Number | O1.4 |
| | Title | Budget control |
| | Type | Financial report |
| | Description | Once every six months the PC will inform the management team about the budget. The controller at USN will supply the PC with all the information given by the partners of the activity and work according to the WP and the ghant sheet. |
| | Due date | 01.07.2021, 01,01,2022, 0107.2022, 01.01.2023, 01.07.2023, 01.12.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Excel sheets online, Canvas |
| **Dissemination/upscaling** | This WP will make sure both dissemination and upscaling goes accordingly to plan. The PC with the PM-team will monitor throughout the whole process. The PC will also work loosely with the leader of WP7, making sure that the partners all fulfil their obligation to disseminate in their region as well as supporting UIB in leading the package.<br><br>In the upscaling the PC will support and be attentive to the upscaling process throughout WP2-6 and with its leaders. | |
| | ☐ Institutions  ☐ Local  ☐ Regional  ☐ National  ☐ European<br><br>☐ Public<br><br>☐ Restricted to other programme participants (including Commission services and project reviewers)<br><br>☒ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers) | |
| **Explanation of work package expenditure** | *Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).*<br><br>The costs will be to support PC in leading coordinating and leading the project, as well as following up the budget as a whole. For all partners to travel fro PM meetings is covered here, for the WP-leaders and the member of the CCGs. The universities are expected to put in more time looking after the national progress, across the WPs, therefore some more days. Kickoff meeting will also be included in this.<br><br>. | |
| **Target groups/potential beneficiaries**<br><br>**(please provide figures where applicable)** | ☐ Teaching staff<br><br>☐ Students<br><br>☐ Trainees<br><br>☐ Newly arrived migrants<br><br>☐ Young people<br><br>☐ Volunteers | |

| | |
|---|---|
| | ☐ Youth workers |
| | ☐ Adult learners |
| | ☐ Adult educators |
| | ☒ Other: |
| | If you select "Other", please identify this target group (Maximum 250 characters) |
| | The partners in the project to ensure the running of the project. |

| **Work package No. 2** | **TRANSFERRING THE MaCE-MODEL** |
|---|---|
| **Work package type** | Preparation (including analysis, rationale of the good practice(s) chosen, <u>or</u> innovation(s), evidence of its effectiveness, etc.) |
| | ☒ Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants) |
| | Management |
| | Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen <u>or</u> innovation(s), voluntary activities, training, capacity-building, etc.) |
| | Quality Assurance (quality plan) |
| | Evaluation |
| | ☐ Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen <u>or</u> development of innovation(s), awareness raising activities, etc.)26 |
| | ☐ Exploitation of results (including further dissemination and/or upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.) |
| **Title** | **2.0 Preparing the MaCE-model to transfer into COSI.ed** |
| **Description and envisaged results** | The objective for this work package is to |
| |      o   introduce and train all the partners in the MaCE-model |
| |      o   make a preliminary COSI.ed model |
| |      o   make the local curriculum. |
| |      o   Adapt the COSI.ed model to the regional context |
| | Work package 2 is the preparation the rest of the project will evolve from. Here the partners will transfer and upscale the MaCE-model into different national and regional context. |
| | **Wp 2.1. Training of the partners in the original MaCE-model, part 1** |
| | The partners are trained in the use the Equality Literacy model and the experience of training students and the Hanbook from MaCE. The participants will map their own educational history and compare it to examples of disadvantage learners from MACE in order to understand the importance of context. WP 2.3 will be built on this wp together with W2.2 |
| | **Wp 2.2. Training of the partners in the original MaCE-model, part 2** |
| | The partners are trained in the indirect approach, "youth Voices", building on the training experience and the handbook from MaCE. The training will consist of theoretical knowledge, but most of all training how to talk to disadvantaged young people in order to enable them to tell their story in their own words without being judged, or forced. The partners will be trained in getting the answers without asking questions. They will interview each other in this way, and then meet young people that will give them feedback on the process. Co-created learning will be the theoretical understanding to blend his into the EQL-model. |
| | **WP 2.3 Making regional COSI.ed-models** |

How the model is now going to be used in different context nationally and with different age groups also demand a sensitivity to the cultural and regional differences. These differences will be identified in order to exchange and develop common understanding and to clarify basis for adaption and innovation. The partners nationally will transfer and upscale the MaCE-model into their national regional context in order to be able to train the National Role Models in COSI.ed. This means transferring the MaCE model into different educational, national and cultural contexts. The partners will ensure that the same structures will appear in each country, even though the context and some of the content will differ.

| | |
|---|---|
| **List of activities/tasks** | **A2.1 Seminar for Training Equality Literacy for the partners P3-P10**. <br><br> P1 and P2 will use their experience from MaCE and use both the VIA and USN Introducing and leading the process of how using and developing the Equality Literacy Model in a workshop. <br><br> **A2.2 Seminar for training methodology and co-created teaching** <br><br> P1 and P2 will, based on MACE experience, introduce the concept of co-creating, and train the partners P3-p10 in the Methodology of Indirect Approach, "Youth Voices" in a workshop. P2 will arrange and facilitate the interviews. The Role Models will perform interviews with pupils/students fluent in English. we will not use disadvantaged youths in this instance because this is a training situation. the P3-P10 will continue practising in their regions in order to perfectionate his methodology in their language and towards their target groups. Discussions about this will be held in this workshop. Co-creating and Producing partial results and recommendations for working with the target groups will start here. <br><br> **A2.3 National seminar** <br><br> Deciphering and comparing different educational and cultural context-developing the model. All the national partners cooperate in post processing and analysing the regional challenges and experiences in order to co-create in making a first edition of a regional COSI.ed model and training for their role models. <br> Curriculum developments (syllabi and course descriptions). Course Modules and teaching materials Development <br><br> **A2.4 Exchanging and producing feedback on the regional models amongst partners and with the CCGs contributions** <br><br> Through the coursing, the comparison between the partners (O2.2) and the work in the CCG groups in order to prepare for WP3 and the trying out of the COSI.ed model regionally in the different target groups |

| **Estimated Start Date** <br> **(01-2021)** | **Estimated End Date** <br> **(06-2021)** | **Duration in months: 6** |
|---|---|---|
| **Country of activity** | All countries | |
| **Lead Partner** | VIA University College | |
| **Contributing partners** | University of South- Eastern Norway. All partners work within the region to cooperate. | |

| | | |
|---|---|---|
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O2.1 |
| | Title | Regional curriculum and teaching material for traders, Equality literacy and Indirect Approach |
| | Type | Course material |
| | Description | After having been trained in the different aspects of the MaCE-model, the national project participants will have to make their own courses and training - building on both the work done in MaCE as well as their own experiences and the local target |

| | | group. The national CCGs will contribute in the development of curriculum and teaching material. The curriculum will have aims, criteria and content for what the participants are about to do. |
| --- | --- | --- |
| | Due date | 01.05.2021 |
| | Language(s) | English and if needed also in the native language |
| | Media that will be used (publication on paper, online, other -specify) | Publication on paper online for the partners to follow each other (on Canvas) |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O2.2 |
| | Title | Overview of comparison of the national and regional differences |
| | Type | Comparative work |
| | Description | One of the aims in the project is that the model being developed should be able to be used in different countries, cultural and regional contexts. Therefore, we have to find out what these differences are in order to understand how the model will work, and to see how it needs to be adjusted when tried out. The national CCG representatives will discuss the regional differences at the international CCG meetings. This is adamant in working form regional to European level. |
| | Due date | 01.04.2021 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | An overview, reporting to the PM and PC |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O2.4 |
| | Title | Preliminary regional COSI.ed model |
| | Type | Curriculum and model |
| | Description | From the first version of COSI.ed the partners will fill in the contexts for their target groups to be practically used within WP3 |
| | Due date | 01.08.2021 |
| | Language(s) | English |

| | Media that will be used (publication on paper, online, other -specify) | Posters- to be shared in the seminar in May 2021 |
|---|---|---|
| **Dissemination/upscaling** | The package will contribute to dissemination both on national and international level. It will contribute to reports and teaching material to give both theoretical and practical training in the Methodology of Indirect Approach, "Youth Voices". The training will be upscaled and transferred into all the different context each country is working with, making it fit into the cultural settings. The package will contribute to the upscaling of the COSI.ed model by input and recommendations to curriculum and development of the model.<br><br>The package contains several ways of dissemination (teaching materials, policy recommendations). It also includes communication through different platforms: e-mail, social media, website etc.<br><br>We also refer to WP 7 about the overall dissemination. The goal is to involve various stakeholders and to institutionalise the model as a tool for social inclusion reforms to improve conditions for disadvantaged youth. | |
| | ☐ Institutions ☒ Local ☒ Regional ☐ National ☐ European<br><br>☐ Public<br><br>☐ Restricted to other programme participants (including Commission services and project reviewers)<br><br>☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers) | |
| **Explanation of work package expenditure** | Even though this package only lasts for about 6 months, is lot is happening in a short time. The budget will cover two international seminars and the partners will be trained in the model. There will also be some working days on the comparison of regions in the project and work with the curriculum. | |
| **Target groups/potential beneficiaries**<br><br>**(please provide figures where applicable)** | ☒ Teaching staff X<br><br>☐ Students X<br><br>☒ Trainees X<br><br>☐ Newly arrived migrants<br><br>☐ Young people X<br><br>☐ Volunteers<br><br>☐ Youth workers X<br><br>☐ Adult learners X<br><br>☐ Adult educators X<br><br>☒ Other: X | |
| | Educators from the universities, that again will train with the teachers and others working with young people in WP3. | |
| **Work package No. 3** | **DEVELOPING THE COSI.ED MODEL REGIONALLY** | |
| **Work package type** | Preparation (including analysis, rationale of the good practice(s) chosen, <u>or</u> innovation(s), evidence of its effectiveness, etc.)<br><br>☐ Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)<br><br>Management | |

| | Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen <u>or</u> innovation(s), voluntary activities, training, capacity-building, etc.)<br><br>☐ Quality Assurance (quality plan)<br><br>Evaluation<br><br>☐ Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen <u>or</u> development of innovation(s), awareness raising activities, etc.)26<br><br>☒ Exploitation of results (including further dissemination and/or upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.) |
|---|---|
| **Title** | **Developing the COSI.ed- model regionally** |
| **Description and envisaged results** | Objectives:<br><br>• To develop a sustainable regional model<br><br>• Develop teaching material<br><br>• To equip the Role models in using COSI.ed<br><br>In this WP the national partners will cooperate in upscaling the preliminary COSI.ed model in each region and for different target groups. This will result in testing and evaluating the model in two rounds. First one to try it out, then retry after some changes. Finally, the regional results will be upscaled in WP4 to one COSI.ed model that can be used in many different contexts, national and regionally, in schools or out of schools in the process of social inclusion (this includes vocational and occupational training institutions). This will be done in accordance with quality assurance framework see WP7 about evaluation.<br><br>Wp3 and WP4 will in this way be following the target groups and role models, but with different perspectives- WP3 with a regional perspective, and WP 4 with a European perspective, the latter being followed up by WP5.<br><br>**WP3.1 The partners train their national Role Models**<br><br>The partners use their experience and output from WP1 to develop the plans with the target groups. The Role Models in each country are trained in the model, both Equality Literacy and Indirect approach. The Role Models will work with the Equality Literacy model and will train on interviewing each other and volunteers suitable to prepare for working with the target groups. The partners also train and discuss the curriculum and the COSI.ed-model with the Role Models.<br><br>**WP3.2 The Role Models interview the target group.**<br><br>When WP3.1 is done, the Role Models will interview the young learners within the Target Group (the indirect approach) to collect information and provide knowledge of the background and everyday challenges in the Target Group. This to be able to use the Equality Literacy in their work as Role Models. The ongoing hands-on experience will be presented and discussed in the national collaborate groups (CCG), see WP6, in order to co-create and identify the rationale of good practice.<br><br>**WP3.3 Developing the regional COSI.ed-model based on the experiences, regional as well as in the European context (WP4)**<br><br>The national partners will bring the results from WP3.2 to meet as planned (WP6) with Collaborative Groups monitoring the development within the schools, vocational and occupational training institutions and based on the feedback, adjust the action for the next cycle and trying out of the model. |
| **List of activities/tasks** | **A3.1: Training seminar, regional**<br><br>The national partner-teams have a training seminar for the Role Models in the target groups in how to use the first version of COSI.ed-model, based on WP2. This will include Equality Literacy, the concept of co-creating and training the partners in the Methodology of Indirect Approach, "Youth Voices".<br><br>**A3.2: interviews with young people, regionally** |

Role models performing interviews with young people from the Target Group. These interviews will be recorded and transcribed for the use of working with EQL-model and the co-creating with the target groups

**A3: interviews role models**

The Role models will be interviewed by the universities, collecting data to monitor the process. These data will be analysed, with the A3 and be passed on to the CCG (WP 5).

**A4: upscale the COSI.ed model from this experience**

the national partner-teams will then edit the regional COSI.ed model from the results of WP4

| **Estimated Start Date**<br>2021.05 | **Estimated End Date**<br>2023.08 | **Duration in months: 25** |
|---|---|---|

| **Country of activity** | ALL |
|---|---|

| **Lead Partner** | Jovent (P11) |
|---|---|

| **Contributing partners** | ALL |
|---|---|

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O3.1 |
| | Title | Course material for educational staff |
| | Type | Course material |
| | Description | Developing the course material used in MaCE (WP2) throughout the period for a regional course material. Through the cooperation with the partners this material will develop as the project excel. |
| | Due date | 07.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Online written and illustrated course material. |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O3.2 |
| | Title | COSI.ed regional model |
| | Type | model |
| | Description | Based on the training, the interviews of the learners as well as the role model, filed notes and observation and cooperation in the regional |

| | | CCG round 2- second edition of the COSI.ed model is created |
|---|---|---|
| | Due date | 12.2022 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Published on paper and online |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O3.3 |
| | Title | Role models interview young people |
| | Type | Interviews |
| | Description | The role models will use the indirect approach in talking to the young people in order to best find out how to help them continue strengthened in their educational part.  As well as being for interacting with the young people, they will also collect a strategic sample that will be useful for WP4 in upscaling the COSI.ed model from the regional level and to the European level. This is an ongoing process throughout the two years of trying out the model. This will be anonymised according to the ethical guidelines. |
| | Due date | 03.23 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Poster with a short paper presentation to explain the findings |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O3.4 |
| | Title | Share and analysing experiences |
| | Type | Regional seminar |
| | Description | The regional partners will meet and analyse the results from the work. This output will be done in close cooperation with WP4 |
| | Due date | 06.2022 and 04.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | A PowerPoint, same for all the partners giving response to the same questions. And a video – best of- experiences |

| Outputs | Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.). | |
|---|---|---|
| | Number | O3.5 |
| | Title | The Universities interview the role models |
| | Type | Focus interviews |
| | Description | The role models are being followed up especially by the non-university partners. To find out how the project are progressing, the university partners will observe and interview the role models when they have been trying the model out. This will help in adjusting the regional model, but also WP 4. |
| | Due date | 06.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | A report of the regional findings. |

| Dissemination/upscaling | This is the exploratory phase, where the first edition of COSI.ed will be tried out in different regional context. Through the work with the target groups and the role models, and the interview being done, this work package will prepare the data being used in WP4 to prepare the group for the upscaling to policy level-WP5. This WP will also work alongside WP6- making sure that stakeholders young people etc. will be part of this process. |
|---|---|
| | ☐ Institutions     ☐ Local     ☒ Regional     ☒ National     ☒ European<br><br>☒  Public<br><br>☐ Restricted to other programme participants (including Commission services and project reviewers)<br>☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers) |

| Explanation of work package expenditure | Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).<br><br>There will be travelling to local seminars that will be done for the role models. The working days will be for this, cooperating, revising and having the seminars. The local partners will also be expected to interview the Role Models. There is also time for having regional seminars to develop and upscale the model. |
|---|---|

| Target groups/potential beneficiaries<br><br>(please provide figures where applicable) | ☒ Teaching staff<br><br>☒ Students<br><br>☐ Trainees<br><br>☐ Newly arrived migrants<br><br>☒ Young people<br><br>☒ Volunteers<br><br>☐ Youth workers |
|---|---|

| | |
|---|---|
| | ☐ Adult learners |
| | ☐ Adult educators |
| | ☐ Other: |
| | If you select "Other", please identify this target group (Maximum 250 characters) |
| **Work package No. 4** | **DEVELOPING THE European COSI.ED MODEL** |
| **Work package type** | ☐ Preparation (including analysis, rationale of the good practice(s) chosen, <u>or</u> innovation(s), evidence of its effectiveness, etc.)<br><br>☐ Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)<br><br>☐ Management<br><br>☒ Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen <u>or</u> innovation(s), voluntary activities, training, capacity-building, etc.)<br><br>☐ Quality Assurance (quality plan)<br><br>☐ Evaluation<br><br>☒ Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen <u>or</u> development of innovation(s), awareness raising activities, etc.)26<br><br>☒ Exploitation of results (including further dissemination and/or upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.) |
| **Title** | DEVELOPING THE European COSI.ed MODEL |
| **Description and envisaged results** | This WP will start when the Outputs O3.2 and O3.4 in WP 3 has been done. The goal for this WP is to develop European COSI.ed model which will be abstracted from the analysis of already tried-and-tested regional models and will form the basis for building transferable model adaptable for policy purposes in WP5.<br><br>The national partners will cooperate in upscaling the preliminary COSI.ed model in each region, for different target groups for developing a European COSI.ed model. The regional results will be gathered and analysed into a European context to be upscaled to one COSI.ed model. This model will then be possible to use in many different contexts, national and regionally, in schools or out of schools in the process of social inclusion. This will be done in accordance with quality assurance framework, see WP7.<br><br>This WP will be responsible for developing the data and experience that will conclude in a final version of the European COSE.ed-model, which again will be upscaled into a political version in WP 5.<br><br>**WP4.1 Cross-analysis of regional models, regional experiences and regional CCGs, two rounds**<br><br>From the Role Models' interviews with the young learners within the Target Group each the partners in each country will gather a strategic sample of interviews to be part of the analysis, triangulation and comparing of findings.<br><br>All this will be gathered in the process of developing the European model and prepare for WP 5This will be processed with the partners developing the model. The findings and results of this process will be presented and analysed in the national collaborate groups (CG), see WP6, in order to co-create and develop the COSI.ed model.<br><br>**WP4.2 Cross-analysis of impacts on target groups and educational staff**<br><br>**WP4.3 Designing a transferable European COSI.ed model** |

| | The national partners will bring the results from 3.2 to meet as planned (WP6) with Collaborative Groups monitoring and adjust the action. Also, the national project group will be sharing results and recommendations from each country in international setting, reflecting them back to the preliminary COSI.ed model and co-creating partial results. |
|---|---|
| **List of activities/tasks** | A4.1 Cross-analysis of regional models and regional experiences, based on the regional analysis in WP3.<br><br>A4.2  Regional analysis revised with inputs from regional CCGs<br><br>A4.3 Establishing an impacts evaluation mechanism and procedures (results, indicators, measures)<br><br>A4.4 Diagnose procedures (target groups, role models and educational staff)<br><br>A4.5 Collecting and analysing data to evaluate impacts (indicators and measures) on participants and systems, two rounds<br><br>A4.6 Development of the final transferable European COSI.ed model based on the cross-analysis after two rounds of regional models' implementation |

| **Estimated Start Date**<br>2022.03 | **Estimated End Date**<br>**2023.09** | **Duration in months: 17** |
|---|---|---|

| **Country of activity** | ALL |
|---|---|

| **Lead Partner** | Poland |
|---|---|

| **Contributing partners** | ALL |
|---|---|

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O4.1 |
| | Title |  Reports on analysis of regional COSI.ed models |
| | Type | analysis |
| | Description | Based on uniform internal reports describing COSI.ed regional models, short publications will be produced, presenting the regional models used in the five project countries. The primary purpose of these publications will be to show the potential of the model in different contexts and educational systems. |
| | Due date | 04.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Reports online |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O4.2 |

|  | Title | Evaluation procedures and instruments |
|  | Type | Set of instruments for evaluation and data collection |
|  | Description | A set of tools to measure the impact of the models on the target groups in relation to the objectives established. The tools will describe standardised data collection procedures and indicators that will allow monitoring of the implemented regional models during the first and second implementation cycle. |
|  | Due date | 02.2022, 02.2023 |
|  | Language(s) | English |
|  | Media that will be used (publication on paper, online, other -specify) | Digital document in a printable format |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|  | Number | O4.3 |
|  | Title | Regional COSI.ed models versions  Impact reports |
|  | Type | Reports |
|  | Description | Reports of impacts on participants (youth, disadvantaged learners, educational staff) and systems (local, regional, national and international) after the 1st and 2nd cycles of implementation of the proposed model  The purpose of these reports will be to collect and analyse information on the impact and effectiveness of the regional models used for different target groups and the objectives pursued. They will be based on data collected by the national partners, using standardised tools (O4.2) , taking into account predefined procedures, indicators, etc. |
|  | Due date | 05.2023 |
|  | Language(s) | English |
|  | Media that will be used (publication on paper, online, other -specify) | Online |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|  | Number | O4.4 |
|  | Title | Report with transferable European COSI.ed model |
|  | Type | Report |
|  | Description | This report will document the procedures, process and results of the analysis of regional models, implemented in the five project |

| | | countries, leading to the development of a transferable European model. |
|---|---|---|
| | Due date | 08.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Online |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O4.5 |
| | Title | Online text with transferable European COSI.ed model |
| | Type | Brief |
| | Description | This short publication, in printable format, will present the conceptual, European COSI.ed model, which is the result of analysing and abstracting the most important, universal elements of the model, which will allow its transfer to other countries and contexts. |
| | Due date | 09.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Online printable publication |
| **Dissemination/upscaling** | The package disseminates its findings through various publications (reports) aimed at both academics and practitioners. It also includes communication through different platforms: e-mail, social media, websites etc. The package contains upscaling of COSI.ed model, which in this case means extending and abstracting from regionally implemented practices, the European model that can be implemented in different countries and in various systemic contexts. The European model includes those elements of national/regional models that are potentially universal and transferable to other disadvantaged groups. The European COSI.ed model, which is the result of this package, prepares the basis for creating an educational policy model based on the idea of inclusion and co-creation in WP5. | |
| | ☐ Institutions ☐ Local ☒ Regional ☒ National ☒ European ☒ Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers) | |
| **Explanation of work package expenditure** | *Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).* All the partners will use time in both international and regional seminars. The universities will have the main responsibility for the result of the cross-analysis and finishing of the different repots needed. The regional partners will also partake in this. | |

| | |
|---|---|
| **Target groups/potential beneficiaries**<br><br>**(please provide figures where applicable)** | ☒ Teaching staff<br><br>☒ Students<br><br>☐ Trainees<br><br>☐ Newly arrived migrants<br><br>☒ Young people<br><br>☒ Volunteers<br><br>☒ Youth workers<br><br>☐ Adult learners<br><br>☐ Adult educators<br><br>☐ Other |
| | If you select "Other", please identify this target group (Maximum 250 characters) |
| **Work package No. 5** | **PROMOTING THE USE OF COSI.ed MODEL IN INCLUSIVE EDUCATION AND YOUTH POLICIES** |
| **Work package type** | *The list below is not exhaustive. If needed, please add other Work package type(s).*<br><br>☒ Preparation (including analysis, rationale of the good practice(s) chosen, <u>or</u> innovation(s), evidence of its effectiveness, etc.)<br><br>☐ Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)<br><br>☐ Management<br><br>☒ Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen <u>or</u> innovation(s), voluntary activities, training, capacity-building, etc.)<br><br>☐ Quality Assurance (quality plan)<br><br>☐ Evaluation<br><br>☒ Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen <u>or</u> development of innovation(s), awareness raising activities, etc.)26<br><br>☒ Exploitation of results (including further dissemination and/or upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.) |
| **Title** | PROMOTING THE USE OF COSI.ed MODEL IN INCLUSIVE EDUCATION AND YOUTH POLICIES |
| **Description and envisaged results** | The aim of this work package is to<br>• *develop policies for the inclusion of disadvantaged youth at different levels (local, regional, national, European) and in different contexts through translation and adaptation of COSI.ed model, that will be provided to policymakers.*<br>•<br>*Each country will be responsible for being in contact with the most relevant policymakers and establish cooperation in line with how education and youth policies are being implemented in their national education systems. Therefore, depending on the country, the level of the involved policymakers and other* |

stakeholders may be different e.g. in the case of Poland it will be representatives of local authorities at the municipality level, while in Norway it is the regional level, and in Spain - autonomous community level.

Therefore, the adaptation process entails making the model country-specific and matched to the needs of specific education systems and institutions.

This package consolidates efforts to involve ⌷OBJ⌷OBJ⌷policymakers in co-creating and supporting reforms based on the COSI.ed model. It offers them a useful tool for changing their awareness and attitudes towards measures to prevent educational and social exclusion of disadvantaged youth.

The package supports the involvement and networking of different institutions, communities and stakeholders responsible for education and youth policy at different ⌷OBJ⌷OBJ⌷OBJ⌷levels and within different organizational structures. COSI.ed model will involve policymakers and other stakeholders at all stages and levels of the project.

The activities within the package are aimed primarily at changing policymakers' attitudes and beliefs so that they want to change policies, addressing the needs of disadvantaged learners. It will increase their competencies and make them aware of youth needs and "youth voices". As a result, policymakers will be equipped with new knowledge, skills, tools and provided a good practice model to use when planning reforms for the educational and social inclusion of young people.

The follow-up activities and tasks relate closely with the sustainability of the projects results and benefits beyond the project lifetime. For that, they will closely accompany awareness-raising and dissemination activities, both within the partnership as with associate partners and general educational stakeholders and public outside the partnership. They will also ascertain effects of the projects' results and policy recommendations on actual policy documents at local, regional, national or international level and on further partnerships beyond the scope of the project. The main expected results of activities and tasks are reporting and analysis of policy documents and institutional educational practices that integrate results, products and recommendations of the COSI.ed proposal, as well as further proposals submitted for national and international funding schemes that might result from the partnership.

**Wp5.1 Engaging regional and national policy and decision makers**

**WP5.2 Developing policy and practice recommendation based on the COSI.ed model**

**WP5.3 Dissemination and lobbying COSI.ed model amongst policy and decision makers**

| | |
|---|---|
| **List of activities/tasks** | A5.1 Building a network and communication platform with and between policy and decision makers<br>A5.2 Recruiting regional policy and decision makers (or representatives) to participate in the CCGs<br>A5.3 Analysing matches and mismatches between regional education and youth policies and the objectives of the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching and of the Paris Declaration.<br>A5.4 Producing regional policy and practice recommendations for co-created education for social inclusion drawing on experiences of the COSI.ed model [NOTE: including first draft, revision, translation, paper and electronic versions]<br>A5.5 Producing a common frame of policy and practice recommendations for co-created education for social inclusion<br>A5.6 Promoting and organizing regional and national meetings (Year 3)<br>A5.7 Evaluating the participation/accesses and effects of dissemination events and online materials<br>A5.8 Evaluating the effects on policy documents and institutional educational practices |
| **Estimated Start Date**<br>2023.04 | **Estimated End Date**<br>2023.12          **Duration in months: 8** |
| **Country of activity** | All the countries |
| **Lead Partner** | University of Porto |

| Contributing partners | All the partners | |
|---|---|---|
| **Outputs** | Number | O5.1 |
| | Title | Network and contact list of relevant policymakers from partner countries |
| | Type | Electronic document |
| | Description | List with contacts to partners and relevant policymakers both at national and international level to facilitate and encourage the communication with and between policymakers on national, international and European level. |
| | Due date | 30.04.2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Online |
| **Outputs** | Number | O5.2 |
| | Title | Protocol/Agreement between regional partners and policy entities establishing cooperation |
| | Type | Informative and agreement protocol |
| | Description | Document explaining the project objectives, participants and tasks and what is expected of regional partners participation in each work package |
| | Due date | 31.05.2023 |
| | Language(s) | English and national alnguages |
| | Media that will be used (publication on paper, online, other -specify) | Paper |
| **Outputs** | Number | O5.3 |
| | Title | Report on regional educational and youth policies |
| | Type | publications, presentations, short videos, fliers |

|  | Description | A package of materials to initiate discussion and present the results of the project during cross-national event (conference) to exchange experiences in the implementation of the COSI.ed model and to summarize participation in the project. |
|---|---|---|
|  | Due date | 31.12.2022 |
|  | Language(s) | Partners' language |
|  | Media that will be used (publication on paper, online, other -specify) | Publications on paper, presentations, fliers, short videos which also to be disseminated online e.g. at event's FB, project's website etc. |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* |  |
|  | Number | O5.4 |
|  | Title | Policy recommendation on regional co-created education for social inclusion |
|  | Type | Reports |
|  | Description | Policy recommendation on regional co-created education for social inclusion |
|  | Due date | 31.12.2023 |
|  | Language(s) | English |
|  | Media that will be used (publication on paper, online, other -specify) | Digital document in a printable format |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* |  |
|  | Number | O5.5 |
|  | Title | Policy and practice recommendation on co-created education for social inclusion |
|  | Type | Report |
|  | Description | Policy and practice recommendation on co-created education for social inclusion |
|  | Due date | 31.12.2023 |
|  | Language(s) | English |
|  | Media that will be used (publication on paper, online, other -specify) | Digital document in a printable format |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* |  |
|  | Number | O5.6 |

| | Title | Meetings invitations, promotional material and proceedings |
|---|---|---|
| | Type | Report |
| | Description | Meetings invitations, promotional material and proceedings |
| | Due date | 31.12.2023 |
| | Language(s) | Partners' language |
| | Media that will be used (publication on paper, online, other -specify) | Digital document in a printable format |
| **Dissemination/upscaling** | The package contains several ways of dissemination: publications (toolkit, policy recommendations) and meetings with the policymakers at national and international level. It also includes communication through different platforms: e-mail, social media, website etc.<br><br>The package also takes into account the upscaling of 'promising practices' by expanding the utility of the model to the policy level at the local/regional/national level - in COSI.ed model implementation and extending it to other institutions. The aim is to involve various stakeholders and to institutionalise the model as a tool for social inclusion reforms to improve conditions for disadvantaged youth. | |
| | ☐ Institutions  ☐ Local  ☒ Regional  ☒ National  ☒ European<br><br>☒ Public<br><br>☐ Restricted to other programme participants (including Commission services and project reviewers)<br>☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers) | |
| **Explanation of work package expenditure** | The subcontracting will be used towards transcribing. Otherwise the money goes to working days for leading this WP, building network and establishing contacts, maintaining communication, organizing and running meetings with policymakers locally, regionally, nationally and in the EU. Otherwise the time will be used on the writing of reports and for preparing and managing the final conference in Brussels. | |
| **Target groups/potential beneficiaries**<br><br>**(please provide figures where applicable)** | ☒ Teaching staff<br><br>☒ Students<br><br>☐ Trainees<br><br>☐ Newly arrived migrants<br><br>☒ Young people<br><br>☒ Volunteers<br><br>☒ Youth workers<br><br>☐ Adult learners<br><br>☐ Adult educators<br><br>☒ Other: Policy makers<br><br>*If you select "Other", please identify this target group (Maximum 250 characters)*<br><br>Each country will contact relevant policymakers and establish cooperation in line with how education and youth policies are developed and functioning in their national context. Depending on the country the level of the involved policymakers may be different. | |
| **Work package No. 6** | **COLLABORATIVE COMPETECE GROUPS (CCG)** | |

| | |
|---|---|
| **Work package type** | *The list below is not exhaustive. If needed, please add other Work package type(s).*<br><br>☐ Preparation (including analysis, rationale of the good practice(s) chosen, <u>or</u> innovation(s), evidence of its effectiveness, etc.)<br><br>☐ Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)<br><br>☐ Management<br><br>☒ Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen <u>or</u> innovation(s), voluntary activities, training, capacity-building, etc.)<br><br>☐ Quality Assurance (quality plan)<br><br>☒ Evaluation<br><br>☒ Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen <u>or</u> development of innovation(s), awareness raising activities, etc.)26<br><br>☐ Exploitation of results (including further dissemination and/or upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.) |
| **Title** | ESTABLISHING AND RUNNING COLLABORATIVE COMPETENCE GROUPS (CCG) |
| **Description and envisaged results** | The aim of this work package is to:<br><br>• **Establish and run CCGs in each participating country**<br><br>• **Establish an international collaboration and discussion between the national CCGs**<br><br>This project has a collaborative design with users participating in all its<br><br>stages. The aim is to work synergistically with all stakeholders (young people, teachers, students, researchers and communities), in running, developing and evaluating the project. Each participating country will establish a CCG consistent of 2 disadvantaged youth, 1 HE student,1 policy maker, 1 teacher,1 researcher and 1trainer. The CCG builds on the PAR (Participatory Action Research) tradition and the participants in the CCGs will be working together building on individual experience and competence, to raise the experiential knowledge in the project. By involving both disadvantaged youth, students, professionals and policy level we will create a co-creational process where representatives of all stakeholders contribute.<br><br>The national CCGs will contribute in identifying needs and planning the upscaling of the COSI. edu model in each country. They will give feedback on the model, the revision of the model and make recommendations for the final model. The CCGs will contribute to evaluation and dissemination suitable in each county. The national CCGs will contribute to the COSI.ed model being developed in line with the national context.<br><br>Representatives for the national CCGs will have an international collaboration and will meet annually at the consortium meeting. They will bring the national experiences with the COSI.ed model up for discussion and contribute to the international development of the COSI.ed model.<br><br>**WP:6.1: Train the national CCG facilitators**<br><br>**WP: 6.2: Establish and run the national CCGs**<br><br>**WP: 6.3: Coordinate and run the international collaboration between the national CCGs** |
| **List of activities/tasks** | **A6.1 Selection of national CCG facilitators** |

**A6.2 Arrange a workshop on "How to facilitate a CCG"** The national facilitators will attend the workshop which will build on a handbook on "how to facilitate CCGs"

**AP6.3 Establish CCGs at a national level**. The national facilitators will identify and recruit cohorts of stakeholders to the CCGs. Each CCG will consist of 3 Disadvantaged YP, 2 HE students, 1 policy maker, 1 researchers/ teachers and 1 trainer.

**A6.4 Running the CCGs:** The CCGs will meet three times a year during the project. (3 X 3years= 9 meetings)

A6.4.1 Year 1: Planning the model:1$^{st}$ gathering: Getting to know each other and exploring the concept, what is a collaborative competence group, and how can we collaborate? 2$^{nd}$ gathering: Sharing and discussing data analysis in the CCG. Identifying needs and pathways that will feed into the planning of the upscaling of the model. 3$^{rd}$ gathering. Sharing and discussing new data analysis in the CCG

A6.4.2 Year 2: Upscaling of the model and feedback on the up scaled model: 4th gathering: First feedback on the model, discussion, first suggestions. 5th gathering: Second feedback on new model application, according to first suggestions, discussion, second suggestions. 6th gathering: Third feedback on new model application, according to second suggestions, discussion, final suggestions for revision of model

A6.4.3 Year 3: Output, evaluation and dissemination. Revision of model, final version:7$^{th}$ gathering: Discussion and revision of model. 8th gathering: Contribution to design of final version of the model. 9th gathering: Contribution to evaluation and dissemination

**A6.5International gathering of CCG members**. Once a year, 2 selected members from each national CCG will meet internationally as part of the annual consortium meeting. They will collaborate, discuss and make recommendations for the international development of the COSI.ed model. The international CCG is based on national CCG inputs, as described above

| | | |
|---|---|---|
| **Estimated Start Date**<br><br>**15.01.2021** | **Estimated End Date**<br><br>**31.12.2023** | **Duration in months: 36** |
| **Country of activity** | All the countries- national CCG. International Denmark and Brussels | |
| **Lead Partner** | USN | |
| **Contributing partners** | All the partners | |

| | | |
|---|---|---|
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O6 .1 |
| | Title | Develop a handbook on how to facilitate CCGs |
| | Type | publication |
| | Description | USN will develop a handbook on how to facilitate CCGs.  The handbook will be used at the initial workshop on how to facilitate CCGs and in running the CCGs throughout the entire project. |
| | Due date | 01.02.2021 |

| | Language(s) | English |
|---|---|---|
| | Media that will be used (publication on paper, online, other -specify) | An electronic handbook on how to facilitate CCGs |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O6.2 |
| | Title | Contribution to the regional curriculum and teaching manual |
| | Type | report |
| | Description | The CCG will discuss and contribute to the development of the curriculum by a short written report of recommendations for the teaching manual described in WP2 |
| | Due date | 01.04.2021 |
| | Language(s) | National |
| | Media that will be used (publication on paper, online, other -specify) | Publication on paper |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O6.3 |
| | Title | Contribution to the comparison of the national and regional differences |
| | Type | Report |
| | Description | The national CCGs will discuss and make a presentation of the national, cultural and regional context. This presentation will be used in the comparative work in WP2. |
| | Due date | 01.05.2021 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Publication online for the partners to follow |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
| | Number | O 6.4 |
| | Title | Contribution to the curriculum and model |

|  | Type | Report |
|---|---|---|
|  | Description | The national CCGs will contribute to the development a curriculum described in WP2 by a report of recommendations. |
|  | Due date | 01.08.2021 |
|  | Language(s) | National language |
|  | Media that will be used (publication on paper, online, other -specify) | Publication on paper |
| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* |  |
|  | Number | O 6.5 |
|  | Title | Contribution to the toolkit for policymakers with policy recommendations |
|  | Type | Report |
|  | Description | The national CCGs will contribute with recommendations to the toolkit for policymakers described in WP5. |
|  | Due date | 01.10.2022 |
|  | Language(s) | National |
|  | Media that will be used (publication on paper, online, other -specify) | Publication on paper |
| **Dissemination/upscaling** | *You can choose either of the two elements (or both). Please explain/indicate the level(s) chosen.*<br><br>The package will contribute to dissemination both on national and international level. It will contribute to reports and publications (toolkit, policy recommendations).<br><br>The package will contribute to the upscaling of the COSI.ed model by input and recommendations to curriculum and development of the model. |  |
|  | ☐ Institutions  ☒ Local  ☒ Regional  ☒ National  ☒ European<br><br>☐ Public<br><br>☐ Restricted to other programme participants (including Commission services and project reviewers)<br>☐ Confidential, only for members of the consortium (including EACEA and |  |
| **Explanation of work package expenditure** | *lease explain what costs will be associated to this work package (subcontracting, travel, and other costs).*<br><br>The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |  |

| Target groups/potential beneficiaries <br><br> (please provide figures where applicable) | ☒ Teaching staff <br><br> ☒ Students <br><br> ☒ Trainees <br><br> ☐ Newly arrived migrants <br><br> ☒ Young people <br><br> ☐ Volunteers <br><br> ☒ Youth workers <br><br> ☐ Adult learners <br><br> ☐ Adult educators <br><br> ☒ Other |
|---|---|
| | If you select "Other", please identify this target group (Maximum 250 characters) <br><br> Stakeholders and policymakers participating in the program |

| Work package No. 7 | Dissemination |
|---|---|
| Work package type | *The list below is not exhaustive. If needed, please add other Work package type(s).* <br><br> ☐ Preparation (including analysis, rationale of the good practice(s) chosen, <u>or</u> innovation(s), evidence of its effectiveness, etc.) <br><br> ☐ Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants) <br><br> ☐ Management <br><br> ☐ Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen <u>or</u> innovation(s), voluntary activities, training, capacity-building, etc.) <br><br> ☐ Quality Assurance (quality plan) <br><br> ☐ Evaluation <br><br> ☒ **Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen <u>or</u> development of innovation(s), awareness raising activities, etc.)26** <br><br> ☐ Exploitation of results (including further dissemination and/or upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.) |
| **Title** | **Dissemination** |
| **Description and envisaged results** | Dissemination is a planned process of providing information on the results of programs and initiatives to key actors and involves the spreading of the information about the project successes and outcomes as far as possible and to the maximum people as possible. <br> With the aim of reaching as many people as possible, the dissemination activities will be aimed at both the project's primary and secondary target groups and another target audience such as academic staff and students at the partners universities, professionals working with youth people, Press and media and society. In this way we will create a network in order to cooperate with regional, national and European policy makers in order to involve policymakers (during and after the project) for developing inclusion policies for disadvantaged youth. <br> Dissemination activities will pursue the following objectives: |

|  |  |
|---|---|
|  | • To raise awareness about the situation of disadvantaged learners in transition and at risk of not completing their educational pathway.<br>• To raise awareness about the need to apply new intervention methodologies (Co-creation, Indirect approach and Equality Literacy) for the improvement of teaching and learning processes and the decrease of social and educational disadvantages considering youth voices.<br>• To provide scientific evidence on the quality, relevance and effectiveness of the impact of upscaling Mace Model in different countries, contexts and realities.<br>• To engage stakeholders and target groups within their active participation in all the development phases of the project co-creating new knowledge and practices.<br>• To extend the impact of cosi.ed project by involving other stakeholders, practitioners, researchers and policymakers at a local, regional, national and European level in order to enhance the sustainability of the project and the transfer of the project results to other contexts and realities.<br>• To develop new partnerships and networks in order to share the results of the project, to co-create new knowledge in order to stablish future cooperation.<br><br>With the aim of reaching as many people as possible, the dissemination activities will be aimed at both the project's primary and secondary target groups and another target audience such as:<br>• Academic staff and students at the partner institutions not involved directly in the project<br>• Academic staff, students and students' support services at different educational institutions<br>• Teachers, youth workers, social workers, researchers, learning providers, careers guidance and other professionals working with young people.<br>• Regional, National and European policy makers<br>• Press and media<br>• Society<br><br>The DEP will consider the latest tools, resources and communication channels resulting in cost effectiveness and maximum impact.<br><br>A wide variety of dissemination activities will take place particularly in the early phases of the project to raise awareness of the existence of the project, its objectives, partners and intended impacts. In a second phase, activities and outputs generated will be addressed to the knowledge transfer in order to communicate the results of the project about the upscaling Mace model to other contexts and to provide effective tools, guidelines and scientific evidence for its future application in other context and realities promoting the present and future implication of policymakers.<br><br>After the development of the project, dissemination activities will continue in order to guarantee the sustainability of the project. Meetings with stakeholders and between the partners must be held in order to develop future cooperation actions, to maintain the contact with policymakers and to ensure their implication in the development of inclusive policies for youth. |
| **List of activities/tasks** | **WP 7.1 Elaboration of the Dissemination and Exploitation Plan**<br><br>Dissemination and Exploitation Plan (DEP) will be develop describing the actions to be carried out before, during and after the development of the project and specifying the objectives to be achieved, the target audience, timing, channels to be used and the tools for assessing its impact and effectiveness. In addition, the actions to knowledge transfer and sustainability will also be included.<br><br>**WP 7.2. Project branding, logo and promotional materials**<br><br>7.2.1. To create a specific logo for project identity<br><br>7.2.2. To design and print leaflets and roll-ups of the project<br><br>7.2.3. To create Word and Powerpoint templates following Erasmus+Guidelines for its internal and external use.<br><br>**WP 7.3 Project website**<br><br>www.COSI.ed.eu website will be the main tool for disseminating the project outputs as a communication resource to promote the project and to keep interested parties informed on the project progress, results and outcomes.<br><br>7.3.1. Design the website<br><br>7.3.2. To create the platform and to establish the website domain<br><br>7.3.3 To keep the website constantly updated |

**A 7.4 Newsletters**

Newsletters will be a tool for on-going dissemination. It will include information about the project's progress: articles about meetings, participation in conferences, information about deliverables and milestones and feedback of stakeholders involved in project activities.

**A 7.5. Press releases**

Press releases will be issued to ensure that civil society, entities and organizations and the wider community are aware of the project, its objectives, events and outcomes.

**A 7.6. Social Media**

COSI.ed project will open social media accounts (Facebook, Twitter, Youtube) in order to disseminate all the activities carried out in the project.

**A 7.7 National, European and International Networks**

Networks will be used to spread the project events, results and outcomes at a national, European and International Level. Each partner will distribute all the relevant information of the project through their existing national, European and International networks as a way to promote the transfer and sustainability of the project.

**A 7.8 New Networks development**

A network to involve policymakers will be created for the duration of the project and ⌐OBJ⌐after its completion, in order to develop policies for the inclusion of disadvantaged youth at different levels (local, regional, national, European) and in different contexts through translation and adaptation of COSI.ed model.

At the same time, we will establish new networks and links with other EU projects and stakeholders in order to not overlap actions and to establish synergies. These actions will be also developed to ensure the sustainability of project results, the transformation of know-how, best practices and to establish future partnerships.

**A 7.9 To promote training and capacity building outputs**

In different WP is explained the seminars and courses will be developed in the project addressed to target groups and role models but also to other target audiences such as students and teachers at the university. All these actions will be also promoted using different dissemination and communication channels (press releases, newsletter, project and partners' websites.

**A 7.10 To promote Meetings events and results**

Co-creation implies to work actively and in a collaborative way, so the development of meetings with partners, target groups, role models, policy makers and stakeholders is essential for the optimal development of the project, its impact and effectiveness.
Meetings will be promoted through all dissemination issues developed in the project: website, newsletters, press releases, social media, partner's website and Networks (national, European and International).

**A 7.11 Disseminating new educational and practical materials**

The development of the project using co-creation and actively implying target groups, role models, policymakers and stakeholders will lead us to elaborate practical materials in order to spread and transfer the results of the project to ensure their sustainability.
All these materials (Handbook on how to facilitate CCG, COSI.ed Toolkit for stakeholders and COSI.ed Toolkit for policy makers) will be upload to the project website and Erasmus+ Projects Results web page and will be promoted through newsletters, press releases, social media and networks.
COSI.ed project will also produce during and after the development of the project interim reports in order to evaluate the impact of the project and the quality of the partnership.

**A 7.12 Participation in external events**

Each partner will seek to disseminate the project results participating in local, regional, national and international meetings, congresses, seminars and conferences as a useful way to communicate the results of the project to maximum number of persons. This participation will be announced through the project website and newsletters.
Also, abstracts, communications and conference papers will be upload in project website, Erasmus+ Project Results Platform and they will be promoted through partners networks and websites.

**A 7.13 Final International Seminar**

|  | At the end of the project, an International Seminar will be developed in order to spread the results, impact, good practices and future applications of the project with the active participation of the direct beneficiaries of the project (partners, target groups and role models), policymakers and other target audiences (teachers, learning providers, researchers, youth workers, social workers, careers guidance and other professionals working with young people).<br><br>This event will be the most appropriate resource to promote the materials generated in the project as well as the Final Communication of the project.<br><br>All the materials generated (conclusions, conference papers) will be uploaded on the project website, the Erasmus+ Project Results Platform and will be also promoted to each partner's contacts and networks.<br><br>**A 7.14 Final Report**<br><br>At the end of the project a Final Report will be developed including the project results and the evaluation of the project development and its impact. |  |
|---|---|---|
| **Estimated Start Date**<br>01/01/2021 | **Estimated End Date**<br>31/12/23 | **Duration in months:** 36 |
| **Country of activity** | All | |
| **Lead Partner** | UiB (P10) | |
| **Contributing partners** | All the partners | |

| **Outputs** | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O7.1 |
| | Title | **Dissemination and Exploitation Plan** |
| | Type | Dissemination and Exploitation Plan |
| | Description | The Dissemination and Exploitation Plan (DEP) will be develop describing the actions to be carried out before, during and after the development of the project and specifying the objectives to be achieved, the target audience, timing, channels to be used and the tools for assessing its impact and effectiveness.<br><br>The project aims at applying an effective methodology to the reality of five different countries with different needs. But its objective goes beyond that, since the good practices generated are intended to be implemented in the future in other contexts, with different target groups and above all their impact on local, national and European policies in order to develop effective inclusive policies to improve the situation of disadvantaged young people.<br><br>The Plan will also include partners dissemination responsibilities, protocols and schedule to be followed. The activities carried out and their impact will be regularly monitored. |
| | Due date | January-February 2021 and regularly monitored until December 2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Electronic Format |

| Outputs | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O7.2 |
| | Title | **Logo** |
| | Type | Project branding |
| | Description | A specific project logo will be developed for the project identity and will be included in all project promotional and dissemination materials and outputs. |
| | Due date | January 2021 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Electronic Format |

| Outputs | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| | Number | O7.3 |
| | Title | **Leaflet** |
| | Type | Dissemination material |
| | Description | Leaflet will describe the project, its main objectives, methodology, partnership, funding and expected impact, and it will be used to raise general awareness of the project. It will be accessible in the webpage of the project and partners will be encouraged to distribute it through their networks, websites and at relevant events. Leaflet will include the logo of the project, the Erasmus + logo, the institutional image required by European Union for the Erasmus+ projects and the website of the project. 400 units per country will be printed (100 in English and 300 in the own language of the country) |
| | Due date | Based on the timeline of the project, overall four newsletters will be published: during the first months of the project (June, 2021), at the midterm (February 2022) and end of the project (October 2022, February 2023). |
| | Language(s) | February-March 2021 |
| | Media that will be used (publication on paper, online, other -specify) | English, Danish, Norwegian, Polish, Portuguese and Spanish |

|  | *Please define the nature and describe briefly the content of all outputs produced in the work package, highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).* | |
|---|---|---|
| **Outputs** | Number | O7.4 |
|  | Title | **Roll-ups** |
|  | Type | Dissemination material |
|  | Description | Roll ups will contain the visual image of the project and will include the logo of the project, the Erasmus + logo, the institutional image required by European Union for the Erasmus+ projects and the website of the project and the logos of the partners implicated.<br><br>Each country will have 1 roll-up in order to use it in all the events use it in all the local, regional, national and international events that will be developed during the implementation of the project. |
|  | Due date | January-February 2021 |
|  | Language(s) | English |
|  | Media that will be used (publication on paper, online, other -specify) | Roll up |
| **Outputs** | Number | O7.5 |
|  | Title | **Word and PowerPoint Templates** |
|  | Type | Template |
|  | Description | Word and PowerPoint templates will be developed for internal and external use.<br><br>All these materials will include the logo of the project, the Erasmus + logo and the website of the project. |
|  | Due date | January- February 2021 |
|  | Language(s) | English |
|  | Media that will be used (publication on paper, online, other -specify) | Electronic Format |
| **Outputs** | Number | O7.6 |
|  | Title | **Project webpage** |
|  | Type | Website |
|  | Description | **www.COSI.ed.eu** website will be English, however the basic information about the project will be presented in the partners countries languages as well. It will be launched in January 2021.<br><br>The website will contain general information on the project, project objectives, partners' profiles, the general framework within which the project is set, and reports about the results and impact of the project. |

| | | |
|---|---|---|
| | | The website will also be a repository of public deliverables and results in order to ensure that the project outputs are available to a wider range of people. In addition, it will become a central tool for provision and exchange of information of researchers and research groups, their expertise and scientific output in terms of publications with relevant stakeholder groups.<br><br>The website will be regularly updated to feature the project progress with a calendar including all the events organized by COSI.ed project as well as events where partners are going to be represented and any other events of interest to the partnership.<br><br>The main language used will be English, however the basic information about the project and the country reports will be presented in partners countries languages as well.<br><br>Webpage will be linked to the Erasmus+ Project Results Platform and all the disseminated materials will have the EU-logo, an acknowledgement of EU funding and be available in "open formats" . |
| | Due date | January 2021, updated during all the project and maintained until 2025 |
| | Language(s) | English and partners languages |
| | Media that will be used (publication on paper, online, other -specify) | Website |
| **Outputs** | Number | O7.7 |
| | Title | **Newsletters** |
| | Type | Dissemination material |
| | Description | The project will produce a regularly distributed publication – a newsletter. COSI.ed project newsletters will be a tool for on-going dissemination. It will include information about the project's progress: articles about meetings, participation in conferences, information about deliverables and milestones, feedback of stakeholders involved in project activities. The digital newsletter will be circulated by all partners to their own contacts and networks.<br><br>The newsletter will be distributed to three groups of contacts:<br>• To website users who sign up to this service.<br>• To contacts collected during the project activities.<br>• On the project website.<br>Via the Newsletters distribution the target groups will be regularly informed about the progress of the project work and their related opportunities. As already mentioned, with the help of all project partners, a contact database is compiled for the project newsletter. |
| | Due date | Based on the timeline of the project, at least 2 newsletters per year will be done (January 21; June 21; January 22; June 22: January 23; June 23) and the last one |

| | | in order to promote the international seminar September 2023) |
|---|---|---|
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Electronic Format |
| **Outputs** | Number | O7.8 |
| | Title | **Press releases** |
| | Type | Dissemination material |
| | Description | Each partner will publish at least 3 press releases per year at the start, in the middle and end each year of the development of the project. All the important events (training courses, seminars, research reports, toolkits, etc.) developed in the project will be promoted through press releases at a local, regional, national and international level. Similarly, will be analyzed the appearance of COSI.ED Project activities in the different media (written and electronic press, specialized news and interviews) in order to measure the impact of the activity. In December 2023, and special Press release containing the final results of the project and the conclusions of the Final International Seminar will be developed and promoted. |
| | Due date | January 21-December 2023 |
| | Language(s) | English, Danish, Norwegian, Polish, Portuguese and Spanish |
| | Media that will be used (publication on paper, online, other -specify) | Electronic and paper format |
| **Outputs** | Number | O7.9 |
| | Title | **Social media** |
| | Type | Dissemination approach |
| | Description | All the activities of the project (meetings, seminars, courses and outputs generated, etc.) will be disseminated using Web 2.0 tools (Facebook, YouTube, podcasts, Twitter) at least 1 time per month. Likewise, each partner will promote the information of the project in specialized platforms in the academic, educational and professional fields in. order to disseminate the project's educational and scientific events and project results: LinkedIn, Research Gate and Academia |
| | Due date | January 2021-December 2023 |
| | Language(s) | English, Danish, Norwegian, Polish, Portuguese and Spanish |
| | Media that will be used (publication on paper, online, other -specify) | Social media profiles |
| **Outputs** | Number | O7.11 |
| | Title | **Final International Seminar** |

| | Type | International seminar |
|---|---|---|
| | Description | At the end of the project, an International Seminar will be developed in order to spread the results, impact, good practices and future applications of the project with the active participation of the direct beneficiaries of the project (partners, target groups and role models), policymakers and other target audiences (teachers, learning providers, researchers, youth workers, social workers, careers guidance and other professionals working with young people).<br><br>This event will be the most appropriate resource to promote the materials and results generated in the project as well while establishing the future lines of project implementation in order to guarantee its sustainability.<br><br>The promotion of this event will start 6 months before its development and will include the elaboration of press releases and the promotion through international and national networks, partners and project websites and social media.<br><br>It will be developed during 2 days in November 2023 |
| | Due date | November 2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Seminar- face to face |
| **Outputs** | Number | O7.12 |
| | Title | **Final report** |
| | Type | Report |
| | Description | At the end of the project a Final Report will be developed including the project results and the evaluation of the project development and its impact. This document will be upload in the project website and on the Erasmus+ Project Results Platform. |
| | Due date | December 2023 |
| | Language(s) | English |
| | Media that will be used (publication on paper, online, other -specify) | Electronic format |
| **Dissemination/upscaling** | This WP is specifically aimed to promote de dissemination of the results generated in the project in order to raise awareness about the topic and the to apply effective and inclusive methodologies to improve teaching and learning processes and the decrease of youth educational disadvantages.<br>After the development of the project, dissemination activities will continue in order to guarantee the sustainability of the project. Meetings with stakeholders and between the partners must be held in order to develop future cooperation actions, to maintain the contact with policymakers and to ensure their implication in the development of inclusive policies for youth.<br>In addition, partners will continue promoting the results and impact of the projects participating in national and European seminars.<br>The website will be active and regularly updated until 2025. | |

| | |
|---|---|
| | ☒ Institutions  ☒ Local  ☒ Regional  ☒ National  ☒ European <br><br> ☒ Public <br><br> ☐ Restricted to other programme participants (including Commission services and project reviewers) <br><br> ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers) |
| **Explanation of work package expenditure** | *Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).* <br><br> *ELABORATION FOLLOW UP AND EVALUATION OF THE DISSEMINATION AND EXPLOTAITON PLAN* <br> • Reviewing the dissemination strategy: (lead partner) <br> • Evaluation dissemination approach: (lead partner) <br> Project branding, logo and promotional materials (subcontracting) <br> - To create a specific logo for project identity- subcontracted activity <br> • To create Leaflet (printed and Electronic Format) including design and printing and roll-ups (15 days) subcontracted activity <br> • To create o Word and Powerpoint templates following Erasmus+Guidelines, Lead partner <br> Project website <br> • design, platform and webpage domain (subcontracted activity) <br> • website update: <br> other wise the working days will be used on: newsletters, press releases, social media, participation in external events, Final International Seminar and final communication report |
| **Target groups/potential beneficiaries** <br><br> **(please provide figures where applicable)** | X Teaching staff <br><br> ☒X Students <br><br> ☒X Trainees <br><br> ☐X Newly arrived migrants <br><br> ☒X Young people <br><br> ☐ Volunteers <br><br> ☒X Youth workers <br><br> ☐ Adult learners <br><br> ☐ Adult educators <br><br> X☒ Other: Policy makers |
| | Policy makers: for the upscaling of COSI.ed project is basic to have them as a target group. |

# PART 5. Overview of partners involved and resources required

*Please add lines as necessary according to number of work packages and partners involved.*

**Indicative input of partnership staff -** *The total number of days per staff category should correspond with the information provided in the budget tables.*

| No of Work package | | Partners involved | Country | Number of staff days | | | | | Role and tasks in the work package |
| | | | | Category 1 | Category 2 | Category 3 | Category 4 | Total | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Lead partner | P(1) | **Norway** | 66 | 14 | | | 80 | Project Coordinator for COSI.ed. in addition days for meeting throughout the period for consortium meetings, Kick off, online meetings, quality survey and monitoring the budget as a whole and P1 in particular. |
| | | P(2) | Norway | | 10 | | | 10 | Days for meeting throughout the period for Project meetings, Kick off, online meetings and monitoring the budget. CCG meetings |
| | | P(3) | Denmark | | 13 | | | 13 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. As a work package leader there will be some more meetings |
| | | P(4) | Denmark | | 10 | | | 10 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. CCG meetings |
| | | P(5) | Poland | | 12 | | | 12 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. As a work package leader there will be some more meetings |
| | | P(6) | Poland | | 10 | | | 10 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. CCG meetings |
| | | P(7) | Portugal | | 13 | | | 13 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. As a work package leader there will be some more meetings |
| | | P(8) | Portugal | | 10 | | | 10 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. CCG meetings |
| | | P(9) | Spain | | 12 | | | 12 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the |

| WP | Role | Partner | Country | | | | | | Description |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | budget. As a work package leader there will be some more meetings |
| | | P(10) | Spain | | 9 | | | 9 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. CCG meetings |
| | | P(11) | Spain | | 12 | | | 12 | Days for meeting throughout the period for consortium meetings, Kick off, online meetings and monitoring the budget. CCG meeting. As a work package leader there will be some more meetings |
| **Subtotal** | | | | 66 | 125 | | | 191 | |
| 2 | **Lead partner** | P(3) | **Denmark** | | 16 | | | 16 | WP-leader and responsible for leading the seminars, therefore some preparation needed for this. Otherwise some time for regional comparison |
| | | P(1) | Norway | | 16 | | | 16 | Norway will have an equal responsibility to prepare for and lead the seminars this half year. There will be used days for regional comparison and preparation on for coursing the Role Models (Wp3) |
| | | P(2) | Norway | | 9 | | | 9 | Attending the seminars, will have one representative- working to upscale this to the regional level. |
| | | P(4) | Denmark | | 9 | | | 9 | Attending the seminars, will have one representative- working to upscale this to the regional level. |
| | | P(5) | Poland | | 18 | | | 18 | Attending the seminars, will have two representatives- helping in working to upscale this to the regional level. Responsible for the regional comparison. |
| | | P(6) | Poland | | 9 | | | 9 | Attending the seminars, will have one representative- working to upscale this to the regional level. |
| | | P(7) | Portugal | | 18 | | | 18 | Attending the seminars, will have two representatives- helping in working to upscale this to the regional level. Responsible for the regional comparison. |
| | | P(8) | Portugal | | 9 | | | 9 | Attending the seminars, will have one representative- working to upscale this to the regional level. |
| | | P(9) | Spain | | 18 | | | 18 | Attending the seminars, will have two representatives- helping in working to upscale this to the regional level. Responsible for the regional comparison. |
| | | P(10) | Spain | | 9 | | | 9 | Attending the seminars, will have one representative- working to upscale this to the regional level. |
| | | P(11) | Spain | | 9 | | | 9 | Attending the seminars, will have one representative- working to upscale this to the regional level. |
| **Subtotal** | | | | | 140 | | | 140 | |
| 3 | **Lead partner** | P(11) | **Spain** | | 89 | | | 89 | The WP leader needs time to cooperate and oversee his WP that last for nearly two years. Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5. |
| | | P(1) | Norway | | 35 | | 35 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5. |
| | | P(2) | Norway | | 39 | | 39 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5.  The regional partner have some more hours due to more responsibility. |
| | | P(3) | Denmark | | 35 | | 35 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5. |
| | | P(4) | Denmark | | 39 | | 39 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5.  The regional partner have some more hours due to more responsibility. |
| | | P(5) | Poland | | 35 | | 35 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5. |
| | | P(6) | Poland | | 39 | | 39 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5.  The regional partner have some more hours due to more responsibility. |
| | | P(7) | Portugal | | 35 | | 35 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5. |
| | | P(8) | Portugal | | 39 | | 39 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5.  The regional partner have some more hours due to more responsibility. |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | P(9) | Spain | | 35 | | | 35 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5. |
| | | P(10) | Spain | | 41 | | | 41 | Days will be used in preparing the local seminars, analysing the results in regional gatherings and to follow up the Role Models and to do interviews. Time will also be done to prepare data for the processes of WP4 and 5.  The regional partner have some more hours due to more responsibility. |
| **Subtotal** | | | | | **461** | | | **461** | |
| **4** | **Lead partner** | P(5) | **Poland** | | 96 | | | 96 | The work package leader will have a lot of responsibility in making sure all the analysis will lead to the results that WP5 need. All partners will contribute, but P5 will finish and be responsible for the quality of the written work promised in the outputs. The processes is demanding and will take place in two round. Days will also be used on regional and international seminars in order to manage this. |
| | | P(1) | Norway | | 46 | | | 46 | The university will lead the analysis in the country, and will therefore use more days. The regional partner will participate and together they will support the Lead Partner what is needed to be able to complete the outputs. Days will also be used on regional and international seminars in order to manage this. |
| | | P(2) | Norway | | 17 | | | 17 | P2 will work on the analysis together with the university and together with the university support the Lead Partner to complete the outputs Days will also be used on regional and international seminars in order to manage this. |
| | | P(3) | Denmark | | 46 | | | 46 | The university will lead the analysis in the country, and will therefore use more days. The regional partner will participate and together they will support the Lead Partner what is needed to be able to complete the outputs. Days will also be used on regional and international seminars in order to manage this. |
| | | P(4) | Denmark | | 17 | | | 17 | P4 will work on the analysis together with the university and together with the university support the Lead Partner to complete the outputs Days will also be used on regional and international seminars in order to manage this. |
| | | P(6) | Poland | | 17 | | | 17 | P6 will work on the analysis together with the university and together with the university support the Lead Partner to complete the outputs. Days will also be |

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| | | | | | | | | used on regional and international seminars in order to manage this. |
| | | P(7) | Portugal | | 46 | | | 46 | The university will lead the analysis in the country, and will therefore use more days. The regional partner will participate and together they will support the Lead Partner what is needed to be able to complete the outputs. Days will also be used on regional and international seminars in order to manage this. |
| | | P(8) | Portugal | | 17 | | | 17 | P8 will work on the analysis together with the university and together with the university support the Lead Partner to complete the outputs. Days will also be used on regional and international seminars in order to manage this. |
| | | P(9) | Spain | | 46 | | | 46 | The university will lead the analysis in the country, and will therefore use more days. The regional partner will participate and together they will support the Lead Partner what is needed to be able to complete the outputs. Days will also be used on regional and international seminars in order to manage this. |
| | | P(10) | Spain | | 17 | | | 17 | P10 will work on the analysis together with the university and together with the university support the Lead Partner to complete the outputs. Days will also be used on regional and international seminars in order to manage this. |
| | | P(11) | Spain | | 17 | | | 17 | P11 will work on the analysis together with the university and together with the university support the Lead Partner to complete the outputs. Days will also be used on regional and international seminars in order to manage this. |
| **Subtotal** | | | | | **382** | | | **382** | |
| 5 | **Lead partner** | P(7) | **Portugal** | | 89 | | | 89 | P7 will through the interaction of W4 and 6 the lead partner will ensure that we end up with an upscale version of COS.ed to policy level. Otherwise time will be used on communication, organising running of the meetings, from the partners reports writing an end report. They will also with P9 plan the final conference in Brussels. |
| | | P(1) | Norway | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| | | P(2) | Norway | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also |

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| | | | | | | | | partake and contribute to the final conference in Brussels. |
| | P(3) | Denmark | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| | P(4) | Denmark | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| | P(5) | Poland | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| | P(6) | Poland | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| | P(8) | Portugal | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| | P(9) | Spain | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also plan and make sure the final conference in Brussels will be a success. |
| | P(10) | Spain | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| | P(11) | Spain | | 33 | | | 33 | The partners will use time on meetings with regional policymakers, making recommendations to P7, partake in written work and the end result. They will also partake and contribute to the final conference in Brussels. |
| **Subtotal** | | | | **419** | | | **419** | |

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| 6 | **Lead partner** | P(1) | **Norway** | | 21 | | | 21 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. The leader of the WP will also use time coordinating and communicating with each group, and have the main responsibility for the two international seminars. |
| | | P(2) | Norway | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | | P(3) | Denmark | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | | P(4) | Denmark | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | | P(5) | Poland | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | | P(6) | Poland | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | | P(7) | Portugal | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings. The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |

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| | P(8) | Portugal | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings.  The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | P(9) | Spain | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings.  The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | P(10) | Spain | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings.  The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| | P(11) | Spain | | 11 | | | 11 | The working days will be used to develop an electronic handbook on CCGs and prepare international workshop and local/regional meetings.  The groups also need following up and time to communicate their recommendations to the partners and especially WO4 and 5. |
| **Subtotal** | | | | **131** | | | **131** | |
| **7** | **Lead partner** | P(09) | **Spain** | 77 | | | 77 | The lead partner has the responsibility to make the plans for carrying this Wp through, making the template and leading all the events and following up each partners. A lot of activities and output will be done through the three years, leaflets, web page, social media, newsletters etc,- internationally, nationally and regionally a |
| | | P(1) | Norway | 29 | | | 29 | The universities will take more responsibility of disseminate on an international level and writing and producing the above. |
| | | P(2) | Norway | 11 | | | 11 | The regional partner will take more responsibility of disseminate on a regional level and to the policy makers they are in touch with. They will also write and produce the above. |
| | | P(3) | Denmark | 29 | | | 29 | The universities will take more responsibility of disseminate on an international level and writing and producing the above. |
| | | P(4) | Denmark | 11 | | | 11 | The regional partner will take more responsibility of disseminate on a regional level and to the policy |

| No of Work package | | Partners involved | Country | Category 1 | Category 2 | Category 3 | Category 4 | Total | Role and tasks in the work package |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | makers they are in touch with. They will also write and produce the above |
| | | P(5) | Poland | | 27 | | | 27 | The universities will take more responsibility of disseminate on an international level and writing and producing the above. |
| | | P(6) | Poland | | 9 | | | 9 | The regional partner will take more responsibility of disseminate on a regional level and to the policy makers they are in touch with. They will also write and produce the above |
| | | P(7) | Portugal | | 29 | | | 29 | The universities will take more responsibility of disseminate on an international level and writing and producing the above. |
| | | P(8) | Portugal | | 11 | | | 11 | The regional partner will take more responsibility of disseminate on a regional level and to the policy makers they are in touch with. They will also write and produce the above |
| | | P(10) | Spain | | 8 | | | 8 | The regional partner will take more responsibility of disseminate on a regional level and to the policy makers they are in touch with. They will also write and produce the above |
| | | P(11) | Spain | | 10 | | | 10 |  The regional partner will take more responsibility of disseminate on a regional level and to the policy makers they are in touch with. They will also write and produce the above. |
| **Subtotal** | | | | | 251 | | | 251 | |
| **TOTAL** | | | | 66 | 1909 | | | 1975 | |

| No of Work package | | Partners involved | Country | Number of staff days | | | | | Role and tasks in the work package |
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| | | | | Category 1 | Category 2 | Category 3 | Category 4 | Total | |

# PART 6. Logical Framework Matrix - LFM

| | Logical framework matrix - LFM | | | |
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| | **Intervention logic/project summary** | **Objectively verifiable indicators of achievement** | **How indicators will be measured** | **Assumptions & risks** |
| **Project's general objective (GO)** | Co-created education and training of disadvantaged learners, educational staff, Stakeholders, policymakers based on the COSI.ed model will contribute to educational and social Inclusion, reduce Early Leaving from Education and Training (ELET)and facilitate young transitions to adulthood by improving both their educational and employment pathways in selected European regions. | What are the key indicators related to the general objective including Quantity, Quality, and Time?<br><br>"Indicator 1"- the good practice is transferred and scaled up to different <u>national</u> contexts<br>"Indicator 2" - the good practice is transferred and scaled up to different <u>regional</u> contexts<br>"Indicator 3" - the good practice is transferred and scaled up to different <u>cultural</u> contexts<br>"Indicator 4" - the good practice can be transferred and scaled up to different <u>educational</u> contexts<br>"Indicator 5" - the good practice can be transferred and scaled up to different educational contexts for <u>disadvantaged learners</u> in different times of their lives<br>"Indicator 6" - the good practice is disseminated by regional policymakers. | What are the sources of information on these indicators?<br><br>• Quantitative survey of all the disadvantaged learners (students) across all the nations<br>• Qualitative focus group interviews in all the target groups representing different age groups<br>• Quantitative surveys with all the involved educational staff<br>• Qualitative focus group-interviews with teachers working with the target groups<br>• Ratio of students completing upper secondary education after using COSI:ed- model (e.g. ration without (prior to project start) vs ratio after project is completed)<br>• Number of role models/educational staff that have been taught the inclusive education approach<br>• Presence of the project's introduction and products on regional policy education bodies dissemination channels and platforms (website, fliers, newsletters)<br>• Number of education professionals participating on regional, national and international events due to dissemination through public and policymaking bodies | Assumptions<br>• The disadvantaged learners will benefit from the upscaled model<br>• the teachers will benefit and be better equipped in their work as role models and educators<br>• the educational staff will function as good role models<br>• The target groups will complete their courses/tracks throughout the project<br>• The partners will develop and upscale a sustainable model that will benefit disadvantaged young people of different ages in their educational pathways and that can be used in different the regions, nations throughout Europe.<br><br>Risks<br>• Conflict tutor/disadvantaged youth – unable to carry through the social inclusion model - Will be mitigated through having several teachers/role models to choose from<br>• Potential risks in group selection - mitigated through having back-up selection<br>• Drop-out risk at the time of the interviews/model work (how to mitigate this risk?)<br>• Long term illness among the partners- will be sorted by the |

| | | | institutions themselves, and PC will ensure that the WP involved will have support in the process |
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| **Project's specific objective (SO)** | What is the specific objective the project intends to achieve?<br><br>SO1-11 European institutions will implement the COSI.ed model in 5 new countries by the end of the project period.<br><br>SO2-Reduce ELET at different levels of the education system in the test arenas.<br><br>SO3-Increase the retention rate of pupils to complete/stay in the course to be higher compared to groups in the same subject/social area WITHOUT the COSI.ed methodology (based on the national and local statistics).<br><br>SO4-Develop collaborative methods for co-researching and co-creating with youth, educational staff, researchers, stakeholders and policymakers.<br><br>SO5-Contribute to the development of a more inclusive and egalitarian educational model adapted | What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objective is achieved?<br><br>SO  "Indicator 1" : educational staff and relevant mentors are able to address diversity and support disadvantage learners in different regions<br><br>SO  "Indicator 2": the percentage of target group members who complete their educational track is higher than for similar groups prior to introducing COSI.ed<br><br>SO "indicator 3": Substantial amount (10-30 per country) of young disadvantaged people, representing the different target groups, participate in the regional training in two periods<br><br>SO Indicator 4- policy: Combining academic experience (the piloting of COSI.ed ) and policy priorities from each participating country into a symbiosis of collaboration benefitting the target groups<br><br>SO Indicator 5- dissemination: Use relevant dissemination tools to create societal impact and awareness of the project methodology and results. | What are the sources of information that exist or can be collected? What are the methods required to get this information?<br><br>• Qualitative data from the interviews with the educational staff/role models, young people and quantitative surveys.<br>• National and regional statistics, generally and especially for the target groups<br>• The recruitment in each region and target group, if they are representative and the EU's expectations about creating tools for further social Inclusion for disadvantaged learners/groups.<br>• Success will depend on the extent the model is received by relevant regional, national and EU policy stakeholders.<br>• The amount of interests shown in social media, web page, conferences, associated partners etc- and the sharing<br>• Evaluations of the workshops regionally | Which factors and conditions outside the partners' responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?<br><br>External conditions<br>• Continued political emphasis and support on solving social inclusion matters relevant for this call<br>• Local political stakeholders emphasize social inclusion<br>• Regional associate members continue to contribute to the target group population<br><br><br>Risks<br><br>• Changes at the universities- however, the grant and partner agreement will bind them to complete the project.<br>• Regional associate members may, for different reasons, opt to withdraw. Will mitigate this by drawing attention to the end result – a social inclusion model that works beneficiary for all involved parties |

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| | to the needs and society of today.<br><br>SO6-Redesign the current model to be applicable in the different social and geographical contexts of Europe, in different disciplinary areas and in different types of institutions by providing effective tools, guidelines and scientific evidence<br><br>SO7-Work in conjunction with and towards policymakers at different levels to implement the methodology on a systemic level in order to include the model in future inclusive education policies.<br><br>SO8- To disseminate COSI.ed throughout the whole project period to the associated partners, stakeholders, and the public in general in order to secure the impact of the project. | Tools will be websites, surveys, publications. | | |
| **Results (R)** | What are the outputs (tangible) and outcomes (intangible) contributing to the specific objective?<br><br>R1- Procedures for management and cooperation are established between partners and has ensured the partners to reach the objectives of the project. | What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?<br><br>"Indicator 1": Management collaboration is predictable based on the mutually agreed upon guidelines and structure for the ongoing management process for all the partners in the project. | What are the sources of information for these indicators?<br><br>Indicator 1.1: source 1 The budget reports from each partner every sixth month<br>Indicator 1.2: source 2  Signing of the grant agreement<br>Indicator 1.3: source 3 The PM-team meetings with updates for each work package and partner with all the activities and outputs being reported on<br>Indicator 1.4: source 4: Tools for reporting, communication and sharing online for all the | What external conditions must be met to obtain the expected results on schedule?<br><br>Assumption:<br>• The budget will be as planned<br>• The work package leaders will follow up the promised results and report in the PM meetings<br>• The partners will quickly agree and sign the grant agreement<br>• All the partners will make national materials and |

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| R2: All the partners are trained in the COSI.ed model.<br><br>R3: The partners develop training for the regional educational staff in five countries<br><br>R4: The role models/educational staff are trained in and use the COSI.ed model in their target groups<br><br>R5: The young people experience educational inclusion and that they are given a voice in their educational pathway.<br><br>R6: A sustainable upscaled eu-COSI.ed model is developed<br><br>R7:<br>To achieve a high degree of impact and sustainability of the project evaluating the effect and results of the activities and also the capacity of the project to continue and use its results beyond the end of the funding period | "Indicator 2": All the partners attend, learn, use and develop the model<br><br><br><br>"Indicator 3": The COSI.ed model is developed and adjusted in five countries for use with six target groups.<br><br><br><br>"Indicator 4": All the Role models attend, learn, use and develop the COSI.ed model<br><br><br><br>"Indicator 5": All the role models use the COSI.ed model within the educational context with the target groups to improve the social inclusion<br><br><br><br><br><br>"Indicator 6": Through the young people co-creating with the role models they are social included and experience learning. | partners (Canvas and Teams, with the communication tool ZOOM)<br><br>Indicator 2.1: source 1: All the partners participate in the two training workshops and receive access of the material developed through MaCE.<br>Indicator 2.1: source 2: the evaluation from the two international workshops show that the partners increased their competence in order to develop the COSI.ed model in their region<br><br>Indicator 3.1: source 3: an overview of the regional differences made through detecting regional and national differences.<br>Indicator 3.2: source 4 Regional curriculum/teaching materials made by the partners in five different countries in accordance with milestones/chronology<br>Indicator 3.3: source 5 regional COSI.ed models is developed within all the nations<br><br>Indicator 4.1: source 6 the evaluation from the regional workshops show<br><br>Indicator 5.1: source 7 The role models show the regional partners that they co-create with the disadvantaged learners, using the indirect approach and the methodology of the Equality literacy<br>Indicator 5.2: source 8 the interviews with the role models<br>Indicator 5.3: source 9 the interviews with the target groups<br>Indicator 5.3: source 10 The qualitative surveys with the target groups<br>Indicator 5.3: source 11 The qualitative surveys with the educational staff/role models<br><br><br>Indicator 6.1: source 9 the interviews with the target groups show<br>Indicator 6.2: source 10 The qualitative surveys with the target groups<br><br>Indicator 7.1: source 9 the interviews with the target groups. | curriculum that will ensure the model being developed<br>• The online platforms will be used frequently and will be an assent in the communication and sharing in the project.<br>• The amount of young people being involved in the project will amount to between 80-200<br>• The role models and the target groups will answer the surveys<br>• The role models and the target groups will willingly be part of the interviews<br>• The CCG s will function well and worked as planned giving young people and stakeholders a voice<br>• The partners will be able to build network and including policymakers regionally, nationally and in Europe.<br>• The regional differences will strengthen and make a sustainable European model Coordination between WP responsible and regional stakeholders will be basic to develop the COSI.ed regionally.<br><br><br>Risks:<br>• The project will demand more resources. To mitigate this the PC will keep a close eye on the expenditure, and as soon as this is apparent call into a PM-meeting to address the issue. The activity will then be cut in the accordance t the budget allowance, while making sure |

| | | "Indicator 7": Communicating by using the indirect approach gives the disadvantage students a voice in the educational system and in their own learning. | Indicator 7.2: source 8 The interviews with the role<br>Indicator 7.3: source 10 The qualitative surveys with the target groups | the objectives of the project still will be met.<br>• The digital tools will be difficult to use. This will be tried out as soon as we start, and USN will supply training if needed<br>• Due to difficulties in some f the regional partners, there will be problems to get hold of enough young people. To mitigate this the partners have a backup plan, and other groups that fit the target of this project. |
| | | "Indicator 8": The equality literacy framework allows the educational staff to have a better understanding of their students and helping them to work inclusively in the classrooms/ work shops | Indicator 8.1: source 8 The interviews with the role models<br>Indicator 8.2: 10 The qualitative surveys with the target groups<br>Indicator 8.3: source 11 The qualitative surveys with the educational staff/role models | |
| | | "Indicator 9": The equality literacy framework gives the young disadvantaged learners a better understanding of how they can succeed in their educational pathway. | Indicator 9.1: source 9 the interviews with the target groups<br>Indicator 9.2: source 10 The qualitative surveys with the target groups | |
| | | "Indicator 10": Resources are available for analysis of incoming material and act on the output from the reports | Indicator 10.1: source 9 the interviews with the target groups show<br>Indicator 10.2: source 10 The qualitative surveys with the target groups<br>Indicator 10.3: source 11 The qualitative surveys with the educational staff/role models<br>Indicator 10.3: source 8 The interviews with the role models<br>Indicator 10.3: source 12 5 COSI.ed regional models developed for upscaling<br>Indicator 10.3: source 13 share and analysing the experiences is being done regional<br>Indicator 10.3: source 14 reports form all the nations of the regional analysis | |
| | | "Indicator 11": The Collaborate Cooperative Groups (CCG) are working both nationally and internationally, giving input on the ongoing upscaling process | Indicator 11.1: source 14 A handbook on how to facilitate CCGs is developed<br>Indicator 11.2: source 15 CCG contribute to the regional and national curriculum and teaching manual<br>Indicator 11.3: source 16 CCG contributes and advice on the comparison of the national and regional differences<br>Indicator 11.4: source 17 CCG contribute and advice on the toolkit for policymakers with policy recommendations | |

|  |  |  | Indicator 12.1: source 18 Regional, national and European policy stakeholders are part of the national and international CCG<br>Indicator 12.2: source 19 a network of relevant policymakers nationally is collected<br>Indicator 12.3: source 18: protocols/agreement between the regional partners about cooperation<br>Indicator 12.4: source 19: Report on educational youth policy<br>Indicator 12.5: source 20: Policy recommendations on co-created education of social inclusion |  |
|  |  | "Indicator 12": Policy stakeholders are co-creators of the project, in order to mitigate the risks of obsoletion for the target groups in future worklife |  |  |
|  |  | **"Indicator 13"**: Full degree of achievement with dissemination plan, number actions adopted for facing the difficulties encountered and the achievement of a great impact through the dissemination activities developed. | Indicator 13.1 source 20. Reports from each partner about each dissemination activities<br>Indicator 13.2 source 22. Half-yearly monitoring of dissemination, measuring the objectives, schedule achieving and a final report for the evaluation of the impact of dissemination activities.<br>Indicator 13.3 source 23. **G**oogle analyses to measure the impact of the website<br>Indicator 13.4 source 24. Half-yearly interim evaluation on the media coverage of the project in social media |  |
| **Activities** | What are the key activities (grouped in Work Packages) that lead to achieving the expected results?<br>Group the activities by result and number them as follows:<br>**WP 1:**<br>A1.1 – "Kick.off for the project" (R1)<br><br>A1.2 establish cooperation between the project management group and the CCG (R1) | What inputs are required to implement these activities?<br><br><br><br>**WP 1:**<br>Physical meeting by all the partners. Establishing the project and ensuring a good start of the cooperation<br><br>Agreeing on dates and procedures<br>Templates introduced for use<br>Communication platform and procedures endured and tried out | What are the sources of information that exist or can be collected? What are the methods required to get this information?<br><br><br>A press release<br><br><br><br>The platforms produced and open<br>Establishing a web site<br>Logo<br>Templates being online | What preconditions must be met before the action starts? What conditions outside the partner's direct control have to be met for the implementation of the planned activities?<br><br>• The funding distributed to all the partners<br>• An online meeting with a representative for all the partners in to go through the kick off seminar and the training seminars etc<br>• The template have been made<br>• The ghant sheet has been made to be worked further on |

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| | | | • The commutation platforms ready |
| | A1.3 interim and final report (R1) | Planning input for the partners, establishing a common understanding signing the consortium agreement. Making milestones and ghant sheet | Milestones and information, minutes etc. on Canvas and Teams | |
| | A1.4 6 project seminars over the three years (R1) | Having project management seminars during these sessions Having training workshops and working with the upscaling of the model | Plan for the seminars PowerPoints Evaluations Adjustments of the model in canvas | |
| | A1.5 and A1.6 International PM meetings, physically and online (R1) | Updating from WPO-leaders, financial updates from the partners. Following the planned agenda of the project. All the partners are available upon pre-decided milestones, to keep all group members present and involved at the same time thus ensuring consensus on activities Associate members contribution is ensured by keeping open information access and preparation from respective regional full members | Budget reports every six months Minutes form the meetings on canvas Plan for the milestones

Contacts made through mail to the associated partners | |
| | **WP2:** A2.1: Seminar for Training Equality Literacy for the partners P2,4-P10. (R2)

A2.2: Seminar for training methodology and co-created teaching (R2)

A2.3: National seminar (R3)

A2.4 Exchanging and producing feedback on the regional models amongst partners and with the CCs contributions (R3) | **WP2:**

Preparations to acquaint new partners to the COSI.ed model with the methodology and establish timeline for transfer process Each participant has received sufficient information and knowledge from what was developed through the MaCE model

Comparing regional differences in order to prepare for the regional context Making a regional curriculum Cooperation between the partners | Evaluations from the seminars Interviews recorded from the training

A written comparison of the regional differences

Curriculum online on Canvas | • The partner will have to have made acquaintance with the MaCE web page to be prepared for the seminars • Denmark and Norway have to have planned and made a curriculum for the partners • The national partners have to agree on dates for the national seminar • The members of the CCG will have to be contacted and asked to join the national CCGs |
| | **WP3:** A3.1: Arrange regional training seminars (R4) | **WP3:** Training arenas are facilitated by the partners that now have been trained and developed the seminars | | • The partners have to accommodate the role models so they will be able to meet for the seminars |

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| A3.2: Regional interviews with target groups/young people (R4, R5, R6) | The role models interview the target groups in order to listen to their stories and being able to co-create and use the equality literacy methodology. | Evaluation by all the participants<br>PowerPoints and other teaching material | • The partners will have to have adjusted the curriculum to the partners regional context<br>• The role models have to build a good relationship with the young people |
| A3.3: University partners interview selected Role models (R4, R5, R6) | Through the interviews the partners will get important information about how this worked an why | Qualitative interviews of the students | • The young people will have to be inform and encouraged to be interview<br>• The interview questions for the role models will have to have been made |
| A3.4.: Quantitative surveys of all the 1) the Role models and 2) the target groups (R4, R5, R6) | The quantitative surveys will help us see what the experiences of the young people and the educational staff is- and see patterns that will help in upscaling the model. | Qualitative interviews with selected role models | • Ethical perspectives have to be taken in and make sure the participants are treated accordingly as well as the data being produced. |
| A3.4: Upscaling the COSI.ed model on the base of A3.1- A3.3l (R6) | The first upscaling after the first year trying out with the target groups will help in working further on the second year. | Quantitative surveys from both target groups and young people | • The quantitative surveys have to be made and be tried out |
| | | Both regional and a first edition of an European model | • The target groups and the associated partners will have to give input on the model |
| **WP 4**<br>A4.1: Cross-analysis of regional models and regional experiences and regional CCGs (R6) | GDPR safety is ensured in data reports<br><br>**WP 4**<br>Preparations for transition from regional models to European COSI model has been established | Internal reports on the implementation of regional models, based on commonly agreed procedures and instruments | • All partners are equipped with appropriate instruments to collect data for further analysis<br>• The partners implement regional COSI.ed models |
| A4.2: Revising regional analysis (R6) | Data collection procedures and subsequent use of data are mutually agreed upon upfront | Reports on regional models<br>Impact evaluation instruments | • The partners constantly monitor and collect data on the implemented models |
| A4.3: Establishing an impacts evaluation mechanism and procedures (results, indicators, measures) (R6, R7) | Impact evaluation to be held in accordance with WP timeline and act as instrument to revise coming actions on the project timeline | Impact evaluation reports<br><br>Monitoring instruments | • The partners collect data on the impact of the implemented models (twice)<br>• Instruments for the collection of evaluation data and significant impacts are adjusted based on feedback |
| A 4.4: Diagnose procedures (target groups, role models and educational staff) (R6) | Monitor that activities in the transformation of the model is done in accordance with EU priorities | Database for analysis | • Data from CCGs are used for analysis<br>• Monitoring and impact evaluation reports are provided by partners on time |
| A4.5: Collecting and analysing data to evaluate impacts (indicators and measures) on participants and systems (R6, R7) | | Data analysis models<br><br>Report on European COSI.ed model | • The reports are analysed and used to prepare publications and a transferable European model |

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| | **WP 5:**<br>A5.1: Building a network and communication platform with and between policymakers for the duration of the project and after its completion (R7)<br><br>A5.2: Recruiting regional policy and decision makers (or representatives) to participate in the CCGs (R6, R7)<br><br>A5.3: Analysing matches and mismatches between regional education and youth policies and the objectives of the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching and of the Paris Declaration (R6, R7)<br><br>A5.4: Producing regional policy and practice recommendations for co-created education for social inclusion drawing on experiences of the COSI.ed model (R6)<br><br>A5.5: Producing a common frame of policy and practice recommendations for co-created education for social inclusion (R7)<br><br>A5.6: Promoting and organizing regional and national meetings (R6, R7)<br><br>A5.7: Evaluating the participation/accesses and | **WP 5:**<br>Listing information about and establishing contacts with local, regional and national public bodies with responsibility in education<br><br><br>Routines for cooperation with policy stakeholders and project participants<br><br><br>Collecting regional education and youth policies key supporting legal instruments<br><br><br>Reports on the regional implementation of the COSI.ed model Reports of the national and international CCGs<br><br><br>Partners and CCGs feedback | Searching websites<br>Sending emails to established partners<br>Sending emails to new partners<br>Building a database of key local, regional and national policymakers' interlocutors.<br><br><br>Document introducing the collaborative competence groups<br><br><br>Searching national and regional databases on education and youth legal instruments<br><br><br>WP leader requires the reports to the other partners<br><br><br>WP leader requires feedback from partners and CCGs on a proposal<br><br><br><br>WP leader requires feedback from partners and CCGs | • The consortium partners agree on criteria for policy or public bodies or representatives to be engaged<br>• The public bodies or their representatives have established direct relationships with institutions working with disadvantaged learners<br>• Representatives of the public entities being available and willing to commit themselves to participate on a voluntary basis<br>•<br>• WP leader establishes criteria for deciding on which legal instruments should be analysed and sets up an analysis framework<br>• Legal instruments being available and accessible<br>• Regional reports being finished.<br>• Effective dissemination of the events<br>• Appropriate date for the target audiences<br>• Participation of local bodies representatives<br>• Effective dissemination of the events<br>• Appropriate date for the target audiences<br>• Participation of local bodies representatives |

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| effects of dissemination events and online materials (R6)<br><br>A5.1\8: Evaluating the effects on policy documents and institutional educational practices. (R6, R7) | Draft of the policy and practice recommendations to be introduced and discussed<br><br>Draft of the policy and practice recommendations to be introduced and discussed | WP leader requires feedback from partners and CCGs | |
| **WP 6**<br>A6.1: Selection of national CCG facilitators (R1)<br><br>A6.2: Arrange a workshop on "How to facilitate a CCG" (R2)<br><br>A6.3: Establish CCGs at a national level (R1)<br><br>A6.4: Running the national CCGs (R6)<br><br>A6.5: Annual international gathering of CCG members (R6, R7) | **WP 6**<br>The national coordinator chooses a suitable national CCG facilitator<br><br>All national CCG facilitators are provided with the handbook "how to facilitate CCGs" and participate in the workshop<br><br>The national facilitators recruit the CCG members from the stakeholders/ partners in the project<br>The national facilitator prepares for each CCG meeting. All national CCG members are provided with information before and after CCG meeting.<br>The international CCG facilitator prepares and arranges the annual international CCG meeting | The national WP leaders will inform the WP leader of the national CCG facilitators<br><br>The handbook will be distributed in canvas and at the international workshop<br><br>Each national CCG facilitator will establish a communication platform for the members of each national CCG<br><br>Presentation of reports from WP4 and WP 5 will be presented in the CCG and discussed | All CCG members have ample time to meet in CCGs during the project<br><br>All CCG members have access to a common information platform |
| **WP7:**<br><br>A7.1**:** Elaboration of the Dissemination and Exploitation Plan (R1)<br><br><br><br>A7.2: Producing the consortium project web presence (website, social | **WP7: Dissemination**<br><br>Full degree of achievement with dissemination plan, number actions adopted for facing the difficulties encountered and the achievement of a great impact through the dissemination activities developed.<br><br>The website is attractive for different target audiences, regularly updated, regularly visited and containing all the information generated in the project. | Networks, number of activities promoted through networks number of contacts and type of target audience report .<br><br><br><br>Communication and monitoring protocol is followed | • All partners must communicate all dissemination activities developed regularly with the following responsibilities:<br>• Reporting on Dissemination Activities: As part of the EU requirements, all the publications and dissemination activities related to COSI.ed project have to be reported. Partners should keep track of all their dissemination, publication and exploitation activities during project implementation reporting |

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| | media and partners institutional links) (R2) | The project has visibility in social media and has achieved an optimal and effective media coverage **.** Project information and results are disseminated through partners' networks and links | Number of participations in local, regional, national and European seminars and conferences. | the following information for every dissemination activity carried out: type of activity; target audience reached and the cost of the activity. |
| | A7.3. Producing templates and logos of promotional materials for internal and external use (R1) | Each partner promote will also be a repository of public deliverables and results in order to ensure that the project outputs are available to a wider range of people.

Templates (for internal and external use) and the promotional material of the project include the project logo and the institutional image required by European Union for the Erasmus+ projects | Yearly interim impact evaluation including the number of newsletters distributed, number and type of contacts; new members and information requests
Yearly interim impact evaluation including mass media presence (number of appearances in write and online press, interviews and TV). | • Promoting all the dissemination activities through their own institutions, networks, contacts, sites and social media and participating in conferences, seminars and congresses in order to spread the results of the project. |
| | A7.4 To promote the results of the project by the participation in local, national and European seminars, conferences and workshops (R7) | Results of the Project were disseminated in public events (seminars and conferences) | Monitoring schedule | • Publishing and promoting information about COSI.ed project on their own website to acknowledge about project objectives, target groups and results. In this way, the networks and stakeholders of all project partners will be informed about the project ongoing results. In turn, it must contain the links to the project website and Erasmus+ Projects Results web page. |
| | A7.5 Producing newsletters (3) and press releases (3) (R7) | 3 newsletters per year are developed and promoted through partners' networks and links
3 press releases per year and per partner were developed increasing the impact of the project and has managed to reach a variety of target audiences | Networks used, number of contacts

COSI.ed toolkit for practitioners' number of downloads, number of petitions. | • Ensuring the visibility of the European Union and of the Erasmus+ Programme using the European emblem (the 'EU flag') and the name of the European Union spelled out in full in all communication and promotional material and following the Guidelines for beneficiaries on the use of the EU emblem in the context of EU programmes. |
| | A7.6 Producing a COSI.ed toolkit for practitioners providing a practical guidance, good practices and tools in order to apply MACE model in different context and realities. (R6, R7) | COSI.ed toolkit for practitioners is developed on time
COSI.ed toolkit for practitioners is promoted through local, national and European networks, websites and social media.

COSI.ed toolkit for practitioners is a practical tool and it is used by practitioners | Number of participants in final seminar and type of target audience.

Media coverage of the conference | • Using the Erasmus+ Project Results Platform for the dissemination of good practices and to ensure the availability of the deliverable's and outputs generated in the project |

| | A7.7 Organizing a final conference with policy and decision makers, practitioners (including educational staff) and young people (R7) | A Final Conference was held with the participation of policy and decision makers, practitioners (including educational staff) and young people | Quantitative and qualitative survey to evaluate the degree of satisfaction of all the participants | |
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# Type of institution (for reference)

| Abbreviation | Description |
|---|---|
| EPLUS-ASC-HEI | Associations of Higher Education Institutions |
| EPLUS-ASC-HEI-RECTORS | Associations of Rectors of Higher Education Institutions / Higher Education Institution' Rectors Conferences |
| EPLUS-ASC-OTH-EDU | Other Associations active in Education and Training |
| EPLUS-ASC-STD | Student associations |
| EPLUS-ASC-TCH | Teachers associations |
| EPLUS-BODY-ACCRED | Accreditation, certification or qualification body |
| EPLUS-BODY-CONS | Counselling body |
| EPLUS-BODY-PUB-LOC | Local Public body |
| EPLUS-BODY-PUB-NAT | National Public body |
| EPLUS-BODY-PUB-REG | Regional Public body |
| EPLUS-EDU-ADULT | School/Institute/Educational centre – Adult education |
| EPLUS-EDU-GEN-PRE | School/Institute/Educational centre – General education (pre-primary level) |
| EPLUS-EDU-GEN-PRI | School/Institute/Educational centre – General education (primary level) |
| EPLUS-EDU-GEN-SEC | School/Institute/Educational centre – General education (secondary level) |
| EPLUS-EDU-HEI | Higher education institution (tertiary level) |
| EPLUS-EDU-VOC-SEC | School/Institute/Educational centre – Vocational Training (secondary level) |
| EPLUS-EDU-VOC-TER | School/Institute/Educational centre – Vocational Training (tertiary level) |
| EPLUS-ENGO | European NGO |
| EPLUS-ENT-LARGE | Large enterprise |
| EPLUS-ENT-SME | Small and medium sized enterprise |

| EPLUS-EURO-GROUP-COOP | European grouping of territorial cooperation |
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| EPLUS-FOUND | Foundation |
| EPLUS-INTER | International organisation under public law |
| EPLUS-NET-EU | EU-wide network |
| EPLUS-NFP | Non-profit organisations |
| EPLUS-NFP-ENGO-FET | European non-governmental organisation (ENGO) in the field of Education and training |
| EPLUS-NFP-ENGO-FET-NET | EU-wide formal network |
| EPLUS-NFP-ENGO-YOUTH-EXCLSV | European non-governmental organisation (ENGO) exclusively dedicated to youth |
| EPLUS-NFP-ENGO-YOUTH-SECTION | European non-governmental organisation (ENGO) having a broader scope but including a section dedicated to youth |
| EPLUS-NGO | Non-governmental organisation/association/social enterprise |
| EPLUS-RES | Research Institute/Centre |
| EPLUS-SOCIAL | Social partner or other representative of working life (chambers of commerce, trade union, trade association) |
| EPLUS-SPORT-CLUB | Sport club |
| EPLUS-SPORT-FED | Sport federation |
| EPLUS-SPORT-LEAGUE | Sport league |
| EPLUS-SPORT-PARTIAL | Organisation or association representing (parts of) the sport sector |
| EPLUS-YOUTH-COUNCIL | National Youth Council |
| EPLUS-YOUTH-GROUP | Group of young people active in youth work |