



Share and analysing experiences

Output 3.4

About the project

Educational institutions from Norway, Denmark, Poland, Spain, and Portugal have collaborated in the Erasmus+ KAIII project [Co-created Education through Social Inclusion](#) (COSI.ed) 2020-2024. The main goals have been two-fold 1) to upscale a comprehensive European model for social inclusion of young people at risk and 2) a policy recommendation on social inclusion of children and youth. The partners have built on the proven good practice of the Erasmus+ project KAII [Marginalisation and Co-created Education](#)¹ and tested out the MaCE- model of social inclusion in five countries and six different contexts. Throughout the project all the partners have collaborated and co-created regionally as well as internationally upscaling the regional experiences to a sustainable European COSI.ed model and policy recommendations.

All the work in the project is based on the understanding and belief that professionals and young people co-create as part of a community of practice². Here experts (professionals like teachers, other school-professionals, and researchers) and beginners (young people) work side by side, learning together and jointly developing knowledge and competence. This co-creating process entails giving voice to vulnerable young people to understand their life- and educational story and through this process identify aspects of the young disadvantaged persons' situation that may hinder or support further learning. Through the project the young people learn about themselves and how to excel, while the professionals develop skills and understanding to socially include young people. The hypothesis is that co-created education and training in which disadvantaged young people, professionals, stakeholders, and policymakers take part, will contribute to the educational and social inclusion of groups that have traditionally been marginalised.

What you are about to read, is one of the deliveries in the project. If you need a quick more practical overview of the project, take a look at this [video](#).

Porsgrunn 4th of April 2024



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¹ The Erasmus+ project; Marginalisation and Co-created Education (MaCE)

² [Bunting.et.al \(2021\)](#)

Project information

Project Title	CO-created Education through Social Inclusion
Project Acronym	COSI.ed
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Project Coordinator	Mette Bunting
Coordinating partner	University of South-Eastern Norway

Partnership

P1	University of South-Eastern Norway (USN)	Norway
P2	Vestfold and Telemark Fylkeskommune (TVFK)	Norway
P3	VIA University College (VIA)	Denmark
P4	FGU NORDVEST (FGU)	Denmark
P5	University of Warsaw (UW)	Poland
P6	Warsaw Centre for Socio-Educational Innovation and Training (WCIES)	Poland
P7	University of Porto- Centre for Research and Intervention in Education (CIIE)	Portugal
P8	AE20-Associação para a Educação de Segunda Oportunidade (AE20)	Portugal
P9	University of the Balearic Islands (UIB)	Spain
P10	EAPN-European Anti-Poverty Network Illes Balears (EAPN-Naüm)	Spain
P11	Sociedad Cooperativa de Iniciativa Social y Formación-JOVENT (JOVENT)	Spain

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Palma, November 2023

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Abstract (for dissemination)	<p>This output (03.4) is based on the analysis of the work. The regional partners will meet and share the results of the work in their institutions . The results are shown on the basis of a video where the most outstanding experiences are collected. It will give a voice to the teaching professionals and the young people with whom they have worked. On the other hand, each country will present the most relevant data on the application of the Cosi.ed methodology in their institutions.</p>



Share and analysing experiences

The regional partners analyse the result from the work, giving response to the same questions.

Output 3.4

Description

In this document, each partner analyses the application of the COSI.ed methodology in each of their countries by answering the following questions:

- What was the previous participants' educational situation?
- How has the project been implemented?
- What changes have occurred in the young people's pathways with the implementation of the project?
- What are the next challenges or proposals for improvement?

Finally, each country has produced a video summarising the best experiences throughout the implementation of the project, including, of course, the voice of young people.

NORWAY

The regional partners analyse the result from the work, giving response to the same questions.

Inger Kjersti Lindvig, Alessandra Dieudè, Mette Bunting

1. Previous participant's educational situation

- Low entry marks, struggling with lower secondary school
- Relation with peers: many share negative school histories, the students themselves describe positive changes when transitioning to upper secondary school
- Teacher student's relationship: negative experiences with teachers, except 1-2 teachers that several mentioned as "saving" them in primary- and lower secondary school.
- Educational aspirations: car mechanic, military, machine operator, offshore or nothing

2. The Cosi.ed implementation process

- Changes in school performance:
 - increased feeling of accomplishment in school
 - increased feeling of accomplishment in their social life
- Changes in academic performance: Students perceive that they with great probability will pass the exams and complete the academic year as well as they perceive that teachers believe in their academic progress. They also feel the role models believe in them and support them
- Role model's performance: Role models have become more conscious and reflected about their own pedagogical practice. Their enthusiasm for developing further their knowledge base has also increased. The COSI.ed project confirmed and made role models more secure about the way they are relating to students and the importance of emphasising positive relations with students. The role models acknowledge that the model has made them more conscious of what they need to improve and prioritise (for example, attention towards the context of the student or having close communication with student). They have learned more about the students and their learning through the project.

3. Changes in Youth pathways

- Relationships with peers: aware of each other school stories; through the exercises that have been carried out, as well as a greater focus on conversations with the pupils and social activities, the pupils have developed a better knowledge of each other, and better relationship.
- Teacher student's relationship: The students consistently respond that they have very good relations with the four teachers in the workshop. Teachers in common subjects also score relatively high. They recommend their teachers to others
- The participant's perception of school performance: they feel support from their teachers that they can achieve the set goals and more. They say that the role models believe and see the students' capacity and follow up in class and in conversations.
- Educational aspirations: Students increased participation and decision-making gave them greater confidence and awareness of their options. They believe more in their own ability, and have goals they feel they can reach- which was not so at the start.
- Quantitative- they have excellent results- from having very low grades or none, they have far better grades, and most of them have got an apprenticeships placement, or gone further in school.

4.-Next challenges and improvement proposals

- The challenge is to capture specifically what is the effect of the application of the model from other factors (e.g. students' development, teachers' professional competences).
- We find a development at the school level, for students and teachers, it is easier to show such development on the teacher than the student through the interviews. We see the students have developed in a good way, despite that many had low grades and expectations. Some of that might come down to change of focus at school (more practical), or with becoming older- however we believe that there is more than that- but hard to «prove» it.

However;

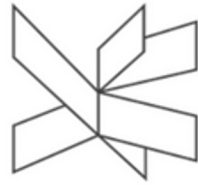
- That the teachers are more confident and have developed being more conscious of what they do, why and when, we believe have brought on a change in the way they teach. The teaching and the interactions with the students will have a different and stronger impact. So, through that we believe that some of the change is probably down to the model through the teacher's own learning.
- Also, the implementation of methodology has enhanced the teacher's focus and helped the relationship and the communication between T-S

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Best experiences in Norway

[Link to the video](#)



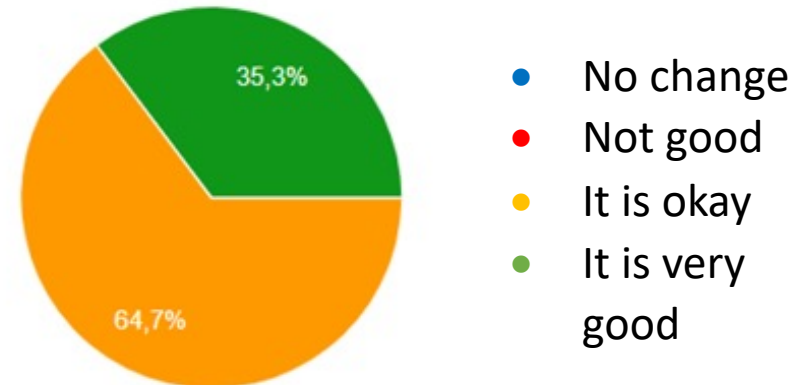
DENMARK

The regional partners analyse the result from the work, giving response to the same questions.

1. Educational situation of previous participants

- Relationship with peers

Among our 17 participants, our students respond as follows: "If you compare to previous school experiences, how would you assess your relationship with peers at FGU?"



- Teacher-student-relationship

The general opinion among our 17 participants is that they feel accepted for who they are by the school staff. Here are a few statements from some of the participants when they were asked about how they perceive their interactions with their teachers:

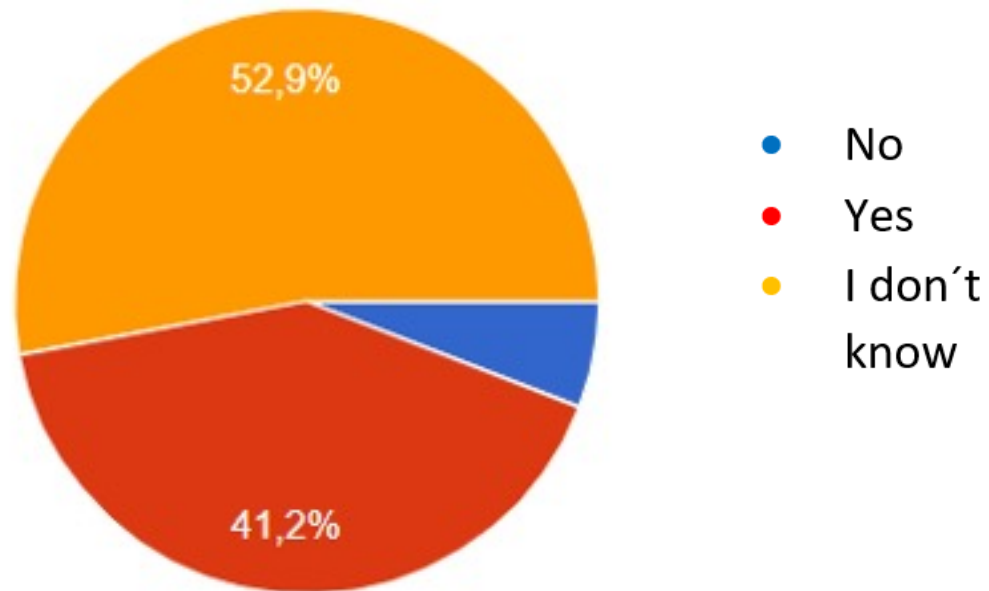
"I feel accepted." "Less stress, more room for differences, increased focus on mental health, better sense of community, much improved guidance."

"The teachers try to adapt teaching for us individually."

1. Educational situation of previous participants

- Educational aspirations

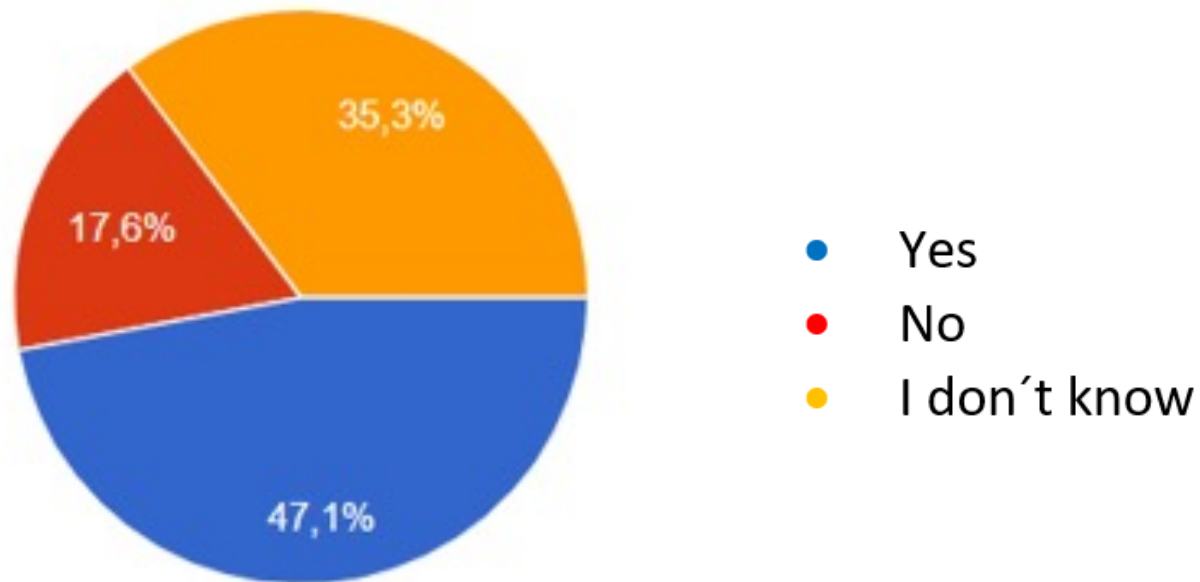
We have a lot of students who experience changes in their goals/expectations for their career/education. Participants' responses are compiled into a statistic. *Have you experienced that your goals/expectations for your career/education have changed during your time at FGU?*



2. The Cosi.ed implementation process

- Changes in school performance

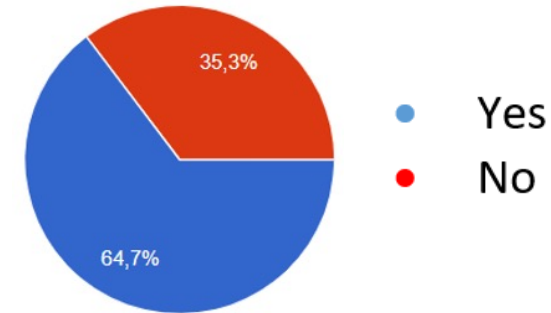
Four out of 17 participants wish to or already have completed upper secondary education. About 41% of participants have changed their expectations for education/jobs. It would seem as if they have gained more confidence when it comes to their beliefs in finishing their exams. This is the response, when we ask if participants feel more professionally prepared for obtaining an education or job:



2. The Cosied implementation process

- Changes in academic performance

Have you experienced changes in which subjects you like or do not like compared to previous school courses? We do not have any particular data on how the participants increase their academic performance, but it is clear that the participants think they are doing better.



- Performance of role models

The participants greatly benefit from the regular conversations they have with their contact teachers (role models). They generally feel that they receive better guidance because they know their contact teachers on a more personal level. Here is a couple of statements from the participants:

"The school/teachers has the ability to assist with problems. No homework. You do your work at school. Fewer students equal a better sense of community among both students and teachers."

"The teachers are just as eager to learn from the students as they are to teach them in the classroom."

3. Changes in Youth pathways

- Teacher-student-relationship

The general opinion among our 17 participants is that they feel accepted for who they are by the school staff. Here are a few statements from some of the participants when they were asked about how they perceive their interactions with their teachers:

"My relationship with the teachers is good, the assistance FGU provides is important, and I learn a bit more about myself ."

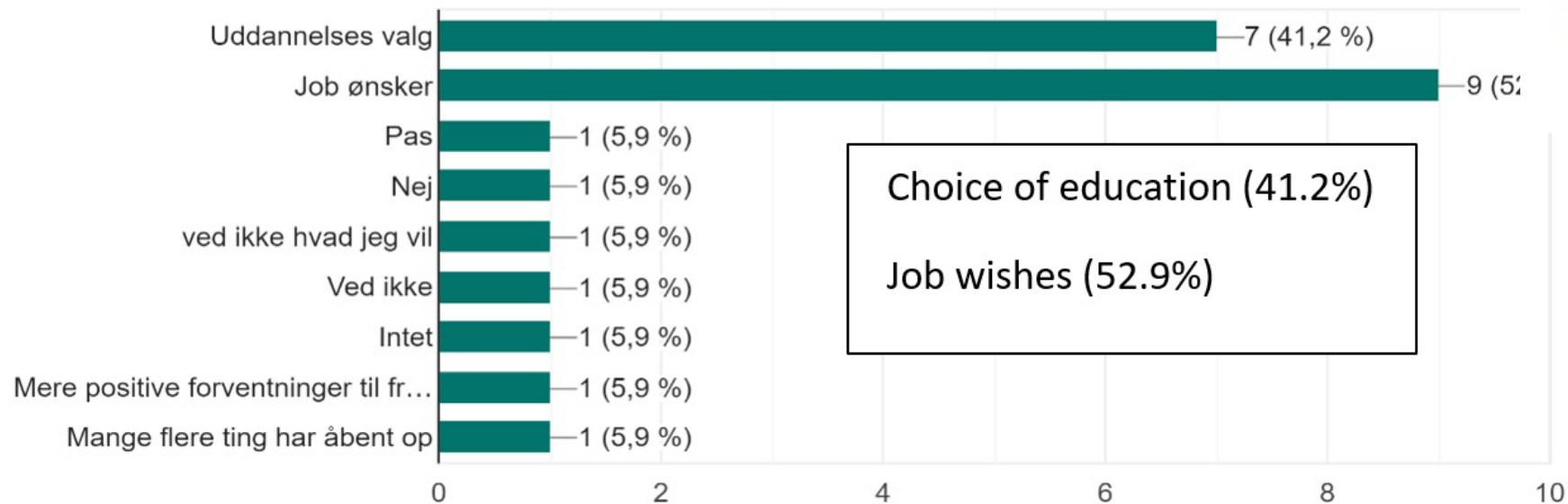
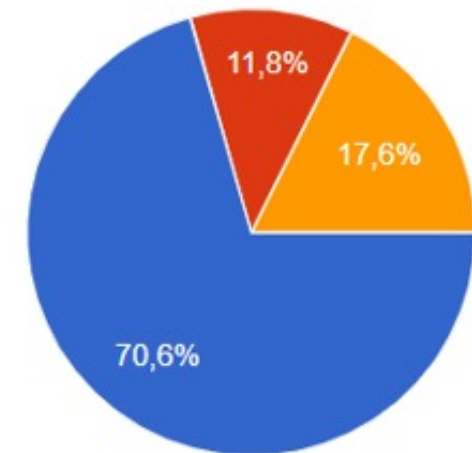
3. Changes in Youth pathways

- The participants' perception of school performance

Do you feel that the course at FGU is contributing to your progress in education or employment?

- Educational aspirations
- Which goals/expectations have changed?

- Yes
- No
- I don't know



4.-Next challenges and improvement proposals

- Transitions: how do we ensure the transitions? To a job, to further education, a life without substance abuse?
- Involvement of a broader context; the student's families, leisure activities and so on
- “To keep up the pace” - how do we ensure that this will be a regular and persistent culture change?
- Is it possible to extend the model or does it already encompass this?

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Best experiences in Denmark

[Link to the video](#)



POLAND

The results from the model implementation in Poland

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I. Previous participants' educational situation

Main characteristics

Relationships with peers

Student-teacher relationships

Educational aspirations

*IMPORTANT NOTE: We can only conclude indirectly about the nature of the young people's relationships with peers and teachers/staff in previous years and schools, as this type of **data was not collected intentionally** during the impact analysis of the COSI.ed model.*

Main characteristics

- Young people aged 13-18, final years of primary school (grades 6 to 8).
- Most of them live in youth educational institutions for learners at risk of social and educational exclusion.
- Their educational trajectories are often characterised by a complex family/life situation and the presence of multiple risk factors that make it difficult for them to participate in mainstream education.
- All students have a diagnosis of special educational needs due to the risk of social exclusion. This assessment is often accompanied by learning difficulties, special educational needs, neurodevelopmental disorders (autism spectrum disorder, ADHD), dyslexia, mental illnesses and/or disorders.
- Most of the young people had difficulties with the fulfilment of compulsory schooling, high absenteeism, some of them repeated a class(es) at some stage of their education.

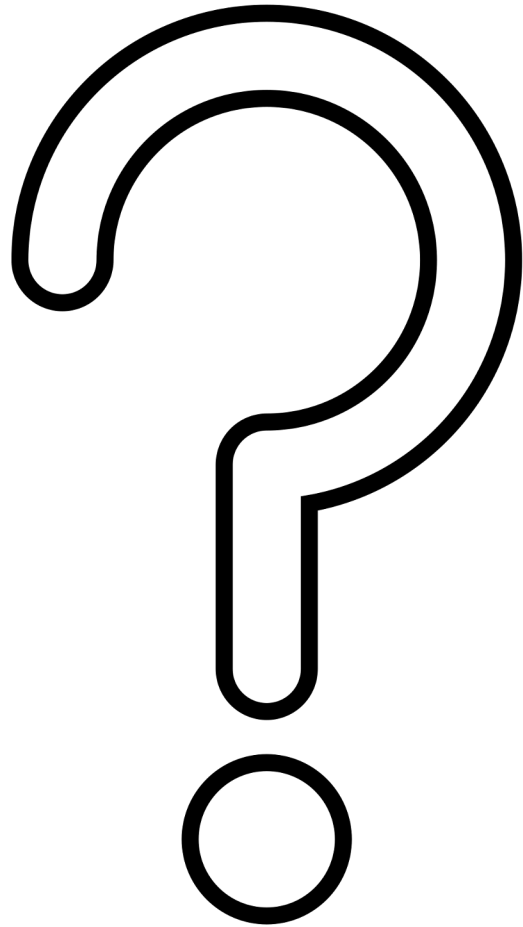
Relationships with peers

- During the interviews, young people evaluate their current relationships with peers positively, in most cases they have slightly improved during the project. Friendships have begun to form.
- For some respondents peers "outside" the school/institution remain important reference groups and they continue to keep in contact with them, some of them are not a positive environment (aggression, substance abuse).
- According to information from educators - in previous schools some of the learners experienced conflicts with peers or peer rejection.

Teacher-student relationships

- During the initial interviews, the majority of participants described their relations with educators at current school/institutions highly.
- They indicated that there are educators with whom they do not get along but there are also those who they cherish and who are really important.
- Relationships with leading-educators seem to be important for most of the respondents and the group of staff members who are rated most highly by young people is relatively constant within the education groups/classes.
- According to the role-models, young people's relationships with school staff and teachers in the previous years/schools were often marked by mistrust as well as conflicts. However, this kind of information was not collected in the course of the research and appeared spontaneously in the educators' notes in three cases.

Educational aspirations



II. The Cosi.ed implementation process



Changes in school performance
Changes in academic performance
Role models' performance

Changes in school performance

Participants on the scale 1-10 rated their overall school performance (“doing in school”) at an average of 5-6 and 7-8 in the second institution and it hasn’t changed much within the second interview.

Only in one follow-up interview the evaluation of this indicator was lower than at the beginning of the project (WSOW4) but, as mentioned before - this participant had a difficult home situation).

Other respondents pointed to the same or a bit higher ratings during the follow-up interview - in one case (WSOW10) probably due to a school change.

As WSOW13 mentioned, it's getting better “because they [educators working in Dom przy Rynku] are watching over me now. My parents haven’t”. One can assume that, in some cases, the change in the school performance in general - as well as with other indicators - may be influenced by the change of the living environment itself.

Changes in academic performance

Although on a scale of 1 to 10, there is no significant improvement (the participants evaluate their academic performance mostly at the same level), they speak of some successes (e.g. improvement of grades in specific subjects -WSOW17, WSOW10, WSOW12 or a small number of potential failing grades (WSOW2)).

There has been a decline in 3 students' (MOS) self-assessment of their school performance, followed by the comment on the difficulty of passing specific subjects appearing in the responses of few of them.

One can assume that in the case of one of the institutions, this will affect the overall assessment.

From a different point of view, the educational situation of all the participants has been assessed by the role models as improving. As one of the respondents mentioned while describing WSOW9 situation: "I believe that this program has had an impact on increasing his motivation to learn. As a result, there was no risk of a failing grade - probably for the first time in his school career."

Role models' performance

Although the individual relationships seem to be built before the project as well. What has changed for sure is the method.

The participants (role models) mentioned 4 factors that they believe are relevant while work using this method:

- 1) **time,**
- 2) **space,**
- 3) **exclusivity,**
- 4) **regularity.**

When asked about the image and climate of the facility, **respondents indicated a significant relationship with some adults.** They spoke of a good general relationship with the educators. However, when asked if the educators are important - the statement is clear - yes, they are. **It is noticeable in most of the statements.**

As one respondent said (WSOW10- female): "I started to talk more often with educators and dear Ms. Anetka; this is due to a change in my attitude".

III. Changes in youth pathways

Relationships with peers

Teacher-student relationships

The participants' perception of school performance

Educational aspirations



Relationships with peers

- According to young people, in most cases, peer relationships have slightly improved while the project although this change can not be attributed to the model's implementation itself - **added value**
- At the same time, learners mention divisions and inter-group conflicts in their current classes/educational peer groups.
- According to role-models - improvement in peer relations of participants is visible.

Teacher-student relationships

Individual contact with educators seems to be important for the participants. The possibility to take your time and talk freely to important adults brought changes in some relations. As mentioned (WSOW10): *“I trusted her [role model] more; she has a cool energy, understands, can advise; the only person who motivates me to change.”*

"I have come to understand a little bit of my individual educator". "He is supportive". (WMOS6)

“Project educator (pedagogue) was not known early on; this is an important person who is supportive; there is a relationship - I can come if he needed something.” (WMOS1)

The change does not occur in the opinions of all participants.

The participants' perception of school performance

Participants' opinions regarding attitude toward the school are varied.

Some declare that they like going to the studied institution - marking the difference between the current institution and past experiences (WMOS15, WMOS1, WMOS6). They mention teachers' approach, cool extra curricular activities; company as positive.

What seems to be important, negative opinions were not that clear anymore during the follow-up interviews. One of them said: "I no longer find it difficult" (WSOW10) - probably according to school change. Another one said that he likes school a little (WSOW4) regarding his present school.

Not directly manifested in academic results.

Educational aspirations

- All of the participants already have a specific plan for future education - they know what type of school they want to apply to after primary graduation.
- Educational aspirations were modified a bit, have become more realistic at the end of the school year.
- Most have quite specific aspirations, and high school or higher education remains in the zone of distant planning, with no high expectations to achieve.
- Some learners have taken concrete steps to implement their plans. e.g. submission of application documents for the next school level.
- Although during the first interviews participants already pointed out steps to reach the desired level of education, the follow-up interviews seem to show that the awareness is higher. The steps described in general at the beginning, seem to be more specific during the follow-up interviews.

IV. Next challenges and improvement proposals

- Planning in advance the procedure for collecting the necessary data, but increasing the flexibility of collecting them
- Better adaptation to local contexts while maintaining a common core
- More emphasis on quality and efficiency research - strong collaboration with practitioners needed
- More involvement of young people themselves in the planning, data collection and analysis phases - youth as experts and focus on participatory approaches in such activities (Participatory Action Research, Art-based Participatory Research, Co-creation via Participation...)

V. Questions & Comments

- No data on previous educational experience - data refers to the beginning and end of the COSI.ed model implementation
- What to do with the data already gathered - procedures, access?
- What else will be useful (focusing on our experiences in this task)

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Staff (role models) training

The role model - primary educators, i.e. staff who directly, on a daily basis, provide care for the young people for the centre. They participated in the training and worked with young people.

- **SOW** - 11 educators
- **MOS nr 4** - 10 educators

Trainings - 20 h per institution

Content:

- social-cultural learning - 4h
- equality literacy - 5h
- indirect approach - 8h
- organisation of a piloting, documents of research - 3h

- Between two piloting a workshop for students - modification of the programme
- Changes: the 2. training (MOS nr 4) was shorter and with a stronger accent on practice



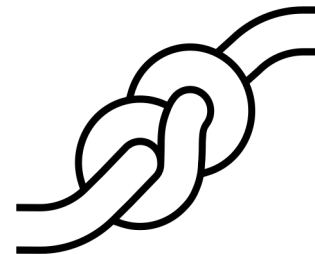
Best experiences in Poland

[Link to the video](#)

PORTUGAL

The regional partners analyse the result from the work, giving response to the same questions

University of Porto
Faculty of Psychology and Educational Sciences
Centre for Research and Intervention in Education



Second Chance School
of Matosinhos

1. Previous participant's educational situation

Relation with peers

- In their attendance of previous schools, young people report stories of bullying and of age conflicts due to situations of grade repetitions in the previous schools. (captured from notes and narrative of the role models master students)
- The experiences in the second-chance school feel like a new family. There are punctual conflicts but rapidly resolved (captured from the questionnaires completed by young people).

Teacher-student's relationship

- In their previous schools, young people felt that teachers would scold at them and the relationships with teachers were difficult. Young people mentioned that some teachers were aggressive or more nervous with specific students (who talked too much; who had a bad behaviour - the ones that didn't fit in general education);
- In the second-chance school , young people feeling that the teachers listen to them and that they feel they can open up more easily with the professionals.

Educational aspirations

- The educational aspirations, in general education, weren't considered, because schools follow a specific curriculum that most of these young people doesn't want to follow; so, when they started their path in E2OM, they defined an aspiration or a dream job which some of them were related with arts, other related with sports, other related with education/training – to become a teacher in some cases.

2. The COSI.ed implementation process

Changes in school performance

No information collected

2. The COSI.ed implementation process

Role model's performance

MASTER STUDENTS' EXPERIENCES

- Improvement of **awareness** about complex connections between context, vulnerability and learning of the quite diverse educational trajectories;
- Valuing the importance of gaining **trust** and more **balanced** power relations;
- **Bridging theory** and **experiences** with educational phenomena in real contexts;
- Recognition of **authentic examples** of challenges of vulnerability and marginalisation in educational contexts.

E2OM's EDUCATIONAL STAFF

- **Theoretical justification** for the work already developed in E2OM with positive results in youth's lives;
- Improvement of **communication** with young people and more **awareness**, due to indirect approach;
- Enhancing **knowledge co-construction**, because of its advantages when working with young people.

3. Changes in Youth pathways

Teacher-student's relationship

- Improvement of communication with young people and more awareness of different pathways and challenges, due to indirect approach;
- Young people feel more valued by teachers and, more than a relationship with teachers, they created friendships. They know how to separate both worlds, and professional from the personal, but they are all friends with each other, and the great majority of young people even says that E2OM it's like a family. It doesn't matter if they are upset with someone, 5 minutes later they are all good and laughing.
- Young people say that they are more opened with teachers, and they talk with them about personal, professional or educational issues.
- Teachers in E2OM normally agree that they are, indeed, a family. One of the teachers said that this relationship has been of great proximity. She even said that, with the indirect approach, she could think critically about how she talked with students, and how to ask about some parts of their trajectories.

The participant's perception of school performance

- Two groups of perceptions: by one hand, a feeling of safety, belonging and trust in their abilities that they had not experienced before (questionnaires, narratives, interviews); by the other hand, a feeling that the expectations for their performances and future paths are low and the effort on positive relationships is done at the cost of basics curriculum (CCGs), which sacrifices student autonomy.

Educational aspirations

- In some cases, the educational aspirations stayed the same, like related with sports, or arts, or education/training, but there's one that initially wanted something and, in the follow up questionnaire, said "I don't know yet". But, in general, aspirations stayed the same, in areas, but more specifically in what exactly they wanted to become.

4. Next challenges and improvement proposals

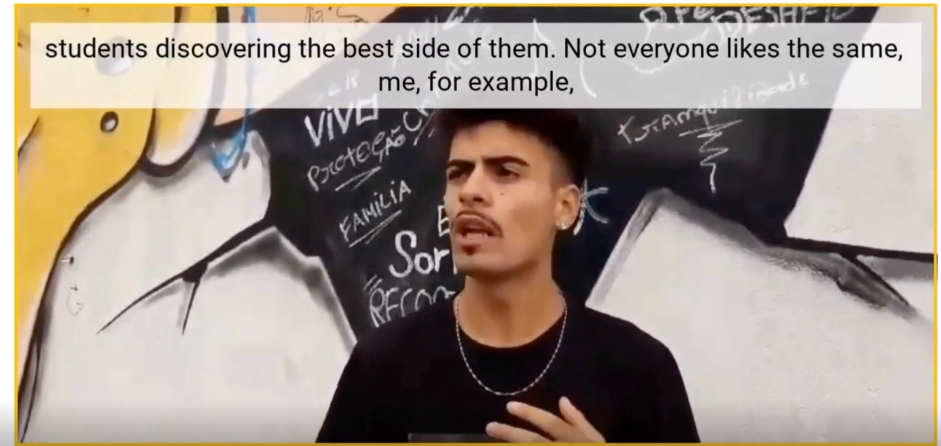
CHALLENGES:

- **Identity:** Distinguishing the use of the cornerstones of the COSled project (IA, EQL, CCG) in the school's pedagogies from features of other school practices (e.g. arts-based pedagogies...) that highlight young peoples' trajectories in the designing of learning experiences;
- **Sustainability:** Some professionals of the core pedagogical team changed, compromising the sustainability of built knowledge and experiences and the expansion of their integration in the school practices;
- **Time:** most young students only pass one school year through the school, transitioning to other education or training contexts...

TO IMPROVE:

- **Training:** more collaborative work in the design and monitoring of pedagogical activities integrating principles and recommendations of the IA and EQL;
- **Intervention:** Making more visible for all participants the diversity of educational trajectories; and promoting more explicitly a two-sided share between the role models and the young people.
- **Organization:** Expanding co-creation practices to the curriculum management at a whole-school level.

DIFFERENCES BETWEEN PREVIOUS EXPERIENCE IN GENERAL EDUCATION SCHOOL AND IN E2OM ?



Torres, student at E2OM 2023

Best experiences in Portugal

[Link to the video](#)

SPAIN

The results from the model implementation in Spain



Universitat
de les Illes Balears



Nàim. Projecte Socioeducatiu
Germanes de la Caritat de Sant Vicenç de Paül



Change in participant's educational situation (before COSI.Ed)

Educational level at the beginning of the process	ESL/ELET or dropout from compulsory education
Primary 17 (Jovent)+30 Naüm	Dropout 17 (48%) (Jovent) 100% (15 per course) NAÜM
Secondary 11 ((Jovent)	
Upper Secondary 5 (Jovent)	
University graduate 1 (Jovent)	
Higher Vocational Training 1 (Jovent)	

Previous educational pathways youth perception

- ▶ The majority of young people dropped out of compulsory education between 2nd and 4th grade (13-16 years old).
- ▶ When migration is present, **the difficulties to co-live with school standards** are a significant factor in their decision of dropping out, raising their difficulties in learning.
- ▶ They **perceived school as a waste of time and useless for their lives**. The practical and theoretical learning are not connected. They feel that system as an obligation
- ▶ The participants had **confused educational aspirations**.
- ▶ They have an uncomfortable and **hostile perception of the school** (general atmosphere).

Regarding to school attendace

- ▶ 45% bad attendance
- ▶ The attendance was linked to their relationships in the school
- ▶ At school, he was bored, which negatively affected his class attendance.

Change in participant's educational situation (during implementation of COSI.Ed)

At the theoretical level

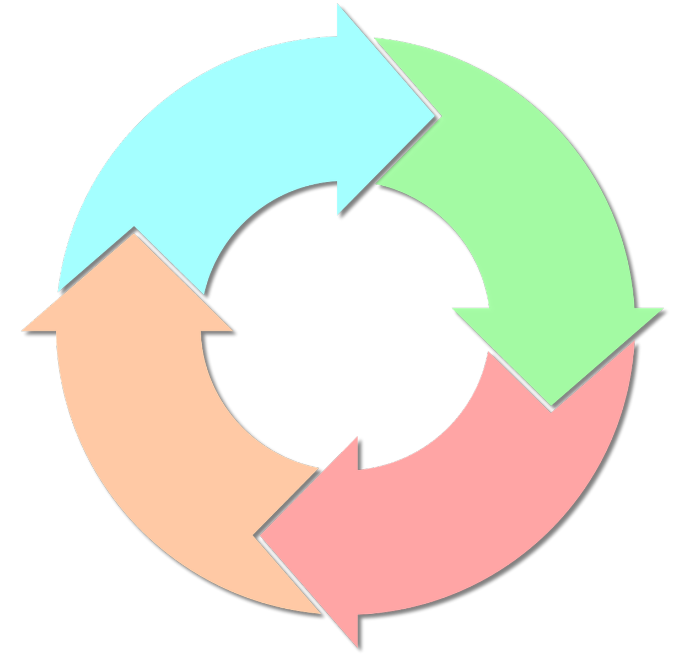
- ▶ 84% state that their motivation levels are higher
- ▶ 89% obtained the certificate
- ▶ 84% Their academic results (on theory and practical evaluations) notably improve
- ▶ 93% highlight the personal support of the teachers

On a practical level

- ▶ All of them, improve their academic performance regarding prior school
- ▶ The complementarity of the theoretical and practical sessions are a source of knowledge consolidation.
- ▶ 91% Practical sessions are their primary source of “productive” and “useful” learning
- ▶ It has been an opportunity to discover their potential and real interests

Regarding to school attendace

- ▶ 84% their motivation levels are higher
- ▶ 89% have improved their attendance levels.
- ▶ 90% of their class absence is due to a significant personal issue, health, nationality paperwork,..



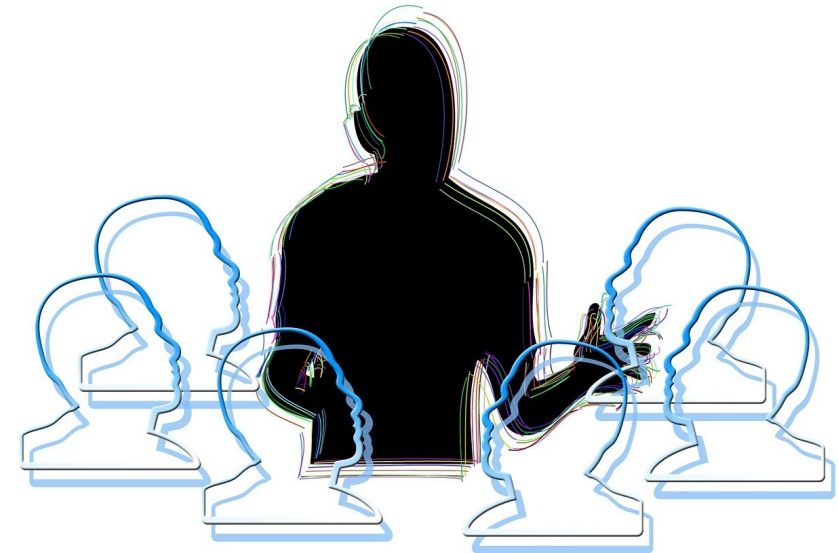
Interpretation



- ▶ They sustain that learning has been **an opportunity to discover their potential and real interests**
- ▶ They highly value the **learning by doing**, in order to improve their professional possibilities in the future.
- ▶ They **had confused educational aspirations** at the beginning of the vocational training. 87% stated that they want to follow in the same professional sector in the future, improving their educational merits and trying to get a best professional position.
- ▶ All the participants are more confident when they talk about their aspirations and future plans, which correlates with an **increase in their self-esteem and motivation to learn**.
- ▶ At the end of the PQI course, **they have access to obtain the Secondary School Certificate** with the 2nd year of ESO. 3 young people have signed up in order to finish the compulsory studies. (Naüm)
- ▶ The fact of doing 160 hours (**internships in companies**) allows them to apply their knowledge and to know if they really like training as a way of working life. (Naüm)
- ▶ 8 young people are **currently working in the sector** (Naüm)

Assessment of the relationship with school teachers (before COSI.Ed)

- ▶ Almost half of the participants (6 to 14) mention their **constant conflicts with schoolteachers. 75% Naüm**
- ▶ Participants state that schoolteachers are "on their own", **avoiding involvement with students** and, in some cases, demotivating students by not helping them with learning and behavioural issues.
- ▶ In that sense, 6 to 14 participants stated that **they did not feel accompanied, listened, supported, and oriented** in their school experiences. 80% Naüm
- ▶ They perceive teachers as **untrustworthy and distant people** who lack empathy and positive actions toward them.
- ▶ Participants consider that **teachers do not trust in students' possibilities.**

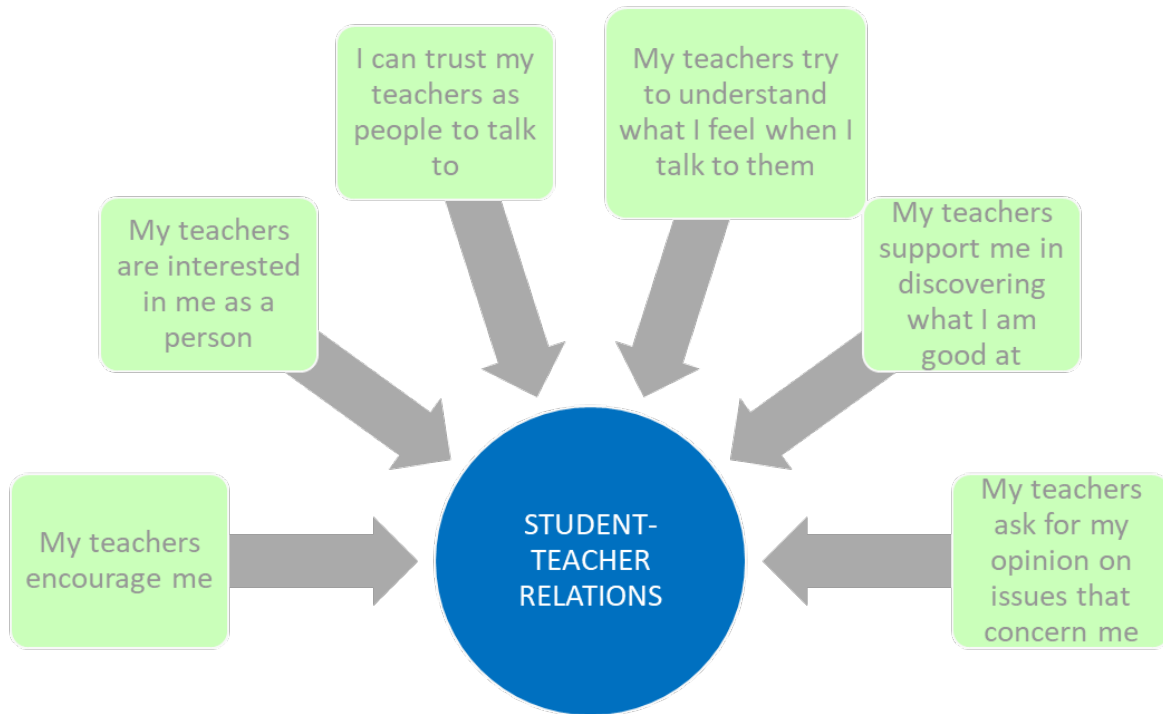


Interpretation



- ▶ From the participants' discourses, we can assume that **teachers become a figure close to the students**, which they now associate with the role model. **Professional's humanisation.**
- ▶ In this sense, it is interesting to observe a positive and significant rapprochement between the students and the role models, not only as **teachers but as people of reference.**
- ▶ This fact is especially relevant because it exemplifies a **general change in students' behaviour.**
- ▶ **The bond is mutual** and the teacher feels that the relationship has been positive and can be maintained over time.

5. Comparison between the control group and the group where COSI.Ed has been implemented.



	Cosi.ed group	Control group
<i>My teachers try to understand what I feel when I talk to them</i>	75%	58%
<i>My teachers ask for my opinion on issues that concern me</i>	67	58
<i>I can trust my teachers as people to talk to</i>	83	50
<i>My teachers encourage me to come up with and pursue a diverse range of my own ideas and projects</i>	92	75
<i>My teachers are interested in me as a person (not just as a student)</i>	83	67
<i>My teachers support me in discovering what I am good at</i>	75	67

Interpretation

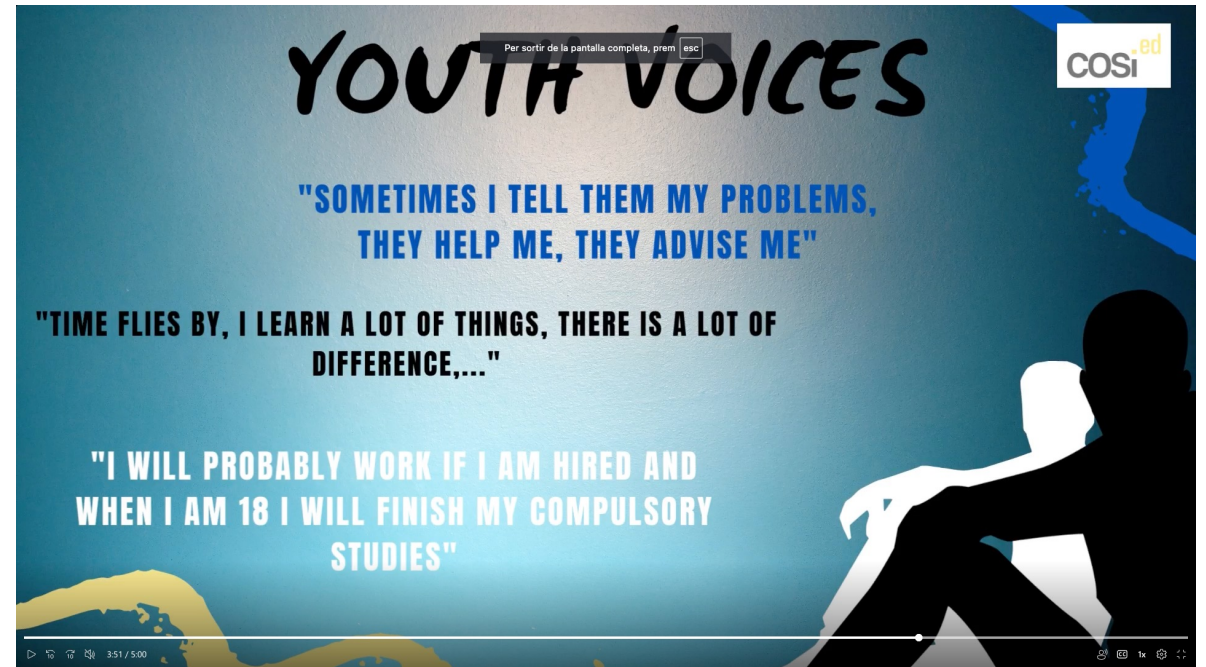


- ▶ The most important differences are found in the **evaluation of the teachers of the school**.
- ▶ Youth particularly value the role of teachers perceiving them as “colleagues” **who support them in training and employment matters** and on personal and family aspects.
- ▶ In relation to the working **methodology**, the students value positively the level of participation required. They feel that they are part of their learning process and that they have the support of the teachers at all times.

NEXT CHALLENGES AND IMPROVEMENT

- ▶ Extend the use of the methodology to other vocational training courses.
- ▶ Adopt the Cosi. Ed cornerstones as the main methodology of learning in our vocational training centres.
- ▶ Provide initial training on the main cornerstones of the Cosi.ed methodology to all new professionals joining the training centre.
- ▶ Adapt the technical contents of all the professional profiles offered to the new teaching and learning methodology (Co-creation).
- ▶ Systematise the use of the educational tools proposed by the Cosi.ed methodology: initial interview, follow-up tutorials, self-evaluation of professionals on the application of the methodology.
- ▶ Transmitting the Cosi.ed methodology to other organisations working with vulnerable young people through training, seminars, talks,...

COsi.ed
CO-created
Education through
Social Inclusion



Best experiences in Spain

[Link to the video](#)

Partners



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