



# Reports on analysis of regional COSI.ed models

Output 4.1



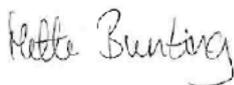
## About the project

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](#)<sup>1</sup> 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 practice<sup>2</sup>. 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 4<sup>th</sup> of April 2024



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<sup>1</sup> The Erasmus+ project; Marginalisation and Co-created Education (MaCE)

<sup>2</sup> [Bunting.et.al \(2021\)](#)

## Project information

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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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## Document information

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## Introduction

### 1. About the Report

This package of reports is an output (O4.1) created as part of work package 4 'Developing the European COSI.ed MODEL'. Its aim is to present the regional COSI.ed models developed in 5 countries. The development of models is linked to the implementation and adaptation of the MaCE model in selected institutions working with children and young people at risk of dropping out of the education system. The publication is based on an analysis of the model's implementation experience and a process of multi-stage reflection on its practical and theoretical implications by the national partners, which were subsequently compiled and described using a common tool (Regional model template).

The following steps were taken to enable preparation of this report:

(1) Country teams analysed how the MaCE model was implemented in their regional and institutional context, resulting in the creation of its modifications - development of 5 regional models.

(2) Graphical versions of the regional models were presented and discussed at the project's consortium meeting (November 2023) with a recommendation to discuss the model with Collaborative Competence Groups<sup>3</sup>.

(3) As a supplement to the graphical version of the regional models, Regional model template has been delivered, including description of the process of creating model, target group description, operationalization of the terms, explanation of the connections between terms, potential of the model in the national contexts as well comments and suggestions.

(4) All partners have sent their regional models with their descriptions (Regional model template) to the team responsible for this output. Their analysis is presented in 5 regional reports on analysis of regional COSI.ed models.

Presented package of reports is structured as follows. Above, in Section 1 and 2, the COSI.ed project and the assumptions of the presented report were described. Section 3 is devoted to presenting the concept of modelling, as well as briefly discussing the rationale for their preparation and use.

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<sup>3</sup> In collaborative co-creational processes, stakeholders from the Collaborative Competence Groups (CCGs) offer interpretations, analyses, and solutions for project implementation. According to the design of the COSI.ed project, CCGs have been established in each participating country and comprise representatives from the following stakeholder groups: young people, academic students, academics, teachers/educators, and policymakers.

Following parts present Regional models from Denmark, Norway, Poland, Portugal and Spain (X.1.) and operationalise their concepts (X.2.). Sections X.3. present the process of regional COSI.ed models creation. Sections X.4 introduce the targeted group and models potential in each country's context and educational system.

## 2. About modelling

A scientific model aims to represent empirical objects, physical phenomena and processes in a logical and objective manner. They “attempt to reduce the world to a fundamental set of elements and laws and on this basis they hope to better understand and predict key aspects of the world” (Borner et al., 2012, p.3). Model is supposed to represent, to be a reflection of reality, may be an attempt to explain something, a grounds for action, or a stimulus for discussion. Scientific models operate as a mirror of reality, offering an interpretation or explanation of observed phenomena. Scientific models are used to explain and predict the behaviour of real objects or systems (Rogers, 2023). Furthermore, models can serve as a foundation for action, guiding decision-making processes by elucidating potential outcomes of different interventions or scenarios.

In general, science usually aims to answer questions such as when, where, what, how, or with whom or combinations thereof that might be represented by specific types of models. Model design usually involves the formulation of a scientific hypothesis or the identification of a particular structure or dynamic. Often the hypothesis is grounded in an analysis of discovered patterns rooted in empirical data (Borner et al., 2012).

In this report we present a conceptual, qualitative and inductive model that uses verbal and graphical description to represent the findings from the “bottom up” approach which starts from observations followed by patterns and factors identification that results in generating conclusions. Model is processual in nature, which means it aims to grasp the mechanisms and dynamics by which real-world connections are created (Borner et al., 2012).

The significance of models in guiding educational and social activities cannot be overstated. These models act as cognitive aids, offering structured representations of complex phenomena within these domains. By delineating key components, relationships, and processes, conceptual models offer numerous benefits to diverse stakeholders, including practitioners, researchers as well as policymakers. Models foster a deeper understanding of the multifaceted factors shaping educational and social settings, serving as a visual language - they untangle intricate concepts, promote clearer communication among educators, social workers, and other social actors in the field. Conceptual models provide a systematic framework for analysing situations, empowering practitioners to make well-founded decisions. By highlighting essential factors, these models guide the design of interventions, program implementation, and problem-solving in educational and social contexts.

Shared conceptual models promote coherence and consistency across educational and social practices. They establish a common ground for understanding issues and objectives, ensuring that interventions and programs align with collective goals. They also facilitate the development of assessment tools and the analysis of intervention outcomes. Conceptual models like the presented one, serve as indispensable tools for educators and social practitioners. Their capacity to deepen understanding, guide decision-making, foster consistency, and support evaluation facilitates the development of more impactful practices within educational and social actions.

## References

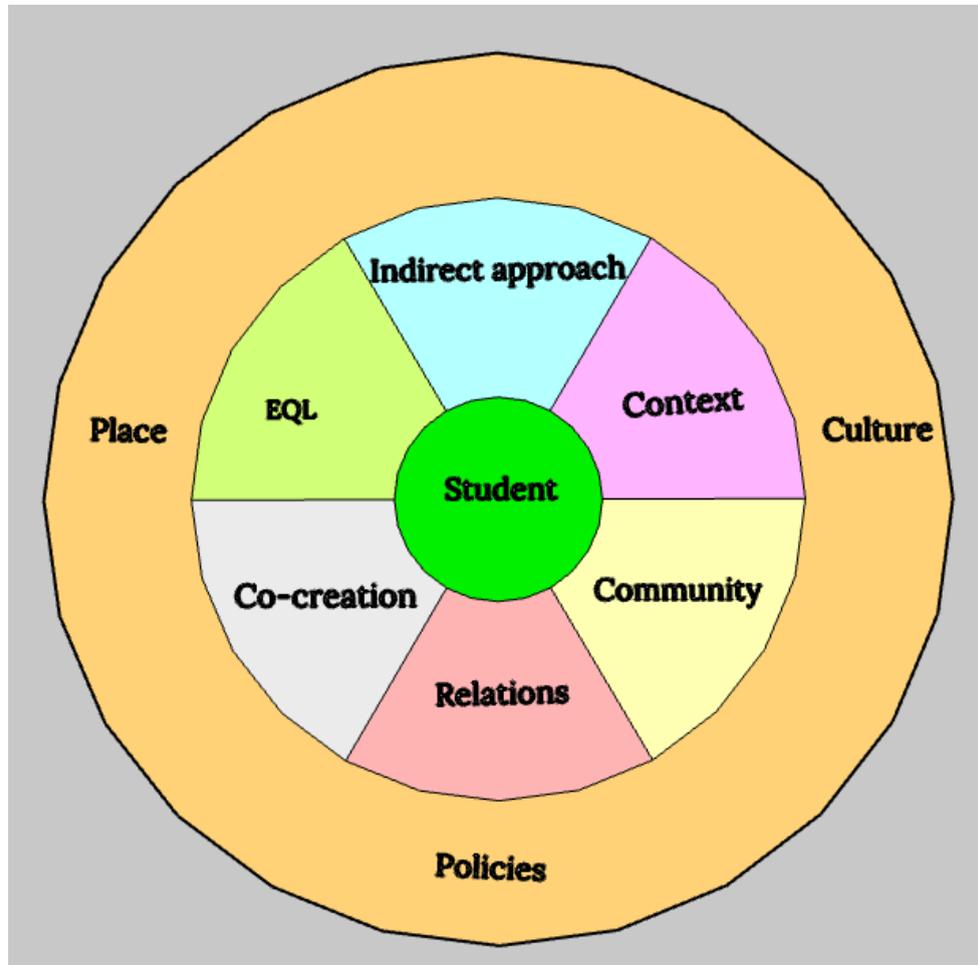
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Rogers, K. (2023, November 17). scientific modeling. Encyclopedia Britannica. <https://www.britannica.com/science/scientific-modeling>

## PART 1 Regional model - DENMARK

### 1.1. Regional model - DENMARK - graphic version



Graph 2 Regional model - DENMARK.

### 1.2. Description of the concepts and interrelations

The aim of the model is to put the learner at the centre of it. This is a way of emphasising perspective on inclusive education and the COSI.ed's focus on students' perspectives and understanding.

Concepts of co-creation, EQL, indirect approach, context, community and relationship are all directly connected to learners, demonstrating the equal importance of these concepts in relation to learners' educational trajectories.

In the outer circle, the three concepts of place, culture and politics are positioned as primary or implicit factors. The student is not directly influenced by these factors. These factors are, of course, very important to consider and one should be aware of them when discussing and building inclusive practices in education.

## Concepts:

### 1. Student

This regional model for Denmark has the student in its centre. In both the MaCE-project and in COSI.ed the student's perspective and the students' voice play a crucial role in adapting a more inclusive pedagogical approach. In doing so we try to understand the students' positions and challenges socially, within the family situation and in the school setting, and hereby seeking to make it a possible option for the student to actually stay in education and hinder dropout or early school leaving.

### 2. Co-creation

In MaCE students in higher education institutions (HEI) were included as co-researchers in the project and they were trained in both methodology and fieldwork along with joining the discussions on marginalisation, early school leaving and inequality with the researchers. They worked in the project-team as equal members, doing interviews, writing articles and developing models.

In the Danish COSI.ed model, co-creation in relation to the students is about inviting them to collaborate with the team and voicing their needs, perspectives, and suggestions. Co-creation has another meaning and a broader perspective though. In the model co-creation relates to students co-creating the actual teaching in the schools together with the staff, letting the students have a say in how we organise the teaching and vocational training in the best possible way to meet the students' needs and challenges. It is an effort to include the students' voices in the decisions made in relation to the teaching and the school as a whole.

### 3. Indirect approach

In MaCE, the indirect approach was primarily used as a method for doing interviews. In the COSI.ed model, it has a broader, pedagogical meaning. The teachers use the indirect approach to build strong and trusting relations to the students. In doing so the students gain more confidence, which can contribute to keeping students in school and maybe even end up with a diploma. The indirect approach is an inclusive, appreciative and empathetic approach that emphasises and acknowledges the student's needs.

### 4. EQL

The equality literacy framework's purpose is twofold. Firstly, it enables us to understand the students' educational experiences in a broad context, regarding both advantages, disadvantages, positioning and technologies of oppression and liberation. It is a framework we can use as an analytical lens to better understand the young people and their stories and trajectories. This gives us the opportunity to develop teaching that is more inclusive. Secondly, it can be used in the schools professionally as a framework for pedagogical discussions and developments that include a holistically oriented view on education, teaching and students.

### 5. Context

The concept of context in the model is meant to underline how important it is to take the students' contextual settings into account when we meet them in an educational setting. Context points to the students' socioeconomic situation, family situation, educational situation, health condition and so on.

### 6. Community

The concept of community was not in the original MaCE model but was added to the COSI.ed model as a way of emphasising the students' and role models' voices and experiences during the project. Almost all the students and role models emphasised how a sense of community was essential in relation to the student's staying in school and the possibility of them seeing themselves as being able to finish school and even proceed to further education. The sense of community also gave a sense of

commitment and belonging among the students that helped them feel accepted in the educational setting.

#### 7. Relations

In addition to a sense of community and the feeling of being accepted in an educational setting, both role models and students pointed to the importance of relations. This pertains to both peer-to-peer relations and teacher-student relations. Having trusting and secure relations is crucial in order to experience successful schooling and overcoming some of the challenges of staying in school. In this sense, focusing on relations becomes imperative in inclusive education.

The outer circle of the model consists of three 'broad' (overarching) concepts, place (8.), culture (9.) and policies (10.) with significance for the overall expression of the model, just as the model's other elements (concepts) help determine the meaning of the three broad concepts.

#### 8. Place

'Place' refers to the fact that every youth life and every institutional and relational belonging is based in a situatedness, i.e. a concrete context in which the interactions must be understood and assessed. It can be a matter of entirely local environments and personal relationships with relevance for the young person's experience of herself and her surroundings (e.g. family relationships and friendship relations).

#### 9. Culture

'Culture' refers to conditions that are supra-individual compared with 'place'. Obviously, the concept of culture can be described in many ways and has many ramifications, but within the framework of the model we primarily think of conditions such as language, the understanding of school and learning (norms, values and traditions for behaviour: duties, demands, rights, expectations, responsibilities etc.) and institutional practices (e.g. within the framework of a national education system).

#### 10. Policies

'Policies' refers to the societal structures that are contributing factors to the legislation, the institutional practices, but also the curricula that form the basis of the everyday life that young people encounter in school and in the education system.

### 1.3. Regional model's development process

The process of developing the model was different in each country, due to the specifics of the project lifecycle, including the timeframe and specifics of the implementing institution.

In Denmark, the following stages of model formation can be distinguished:

1. Danish team meetings: At the Danish team meetings, we have brainstormed and developed draft models that describe our understanding of the work with implementing the COSI.ed principles. This has been an ongoing process going back to spring 2022.
2. Partners in FGU<sup>4</sup>: Working alongside FGU has been an essential part of the process of not just developing the model, but the implementation of the project as a whole. The input from FGU has been a vital part of the Danish COSI-project and our partners in FGU have therefore been involved in

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<sup>4</sup> Partner in COSI.ed project. The purpose of the FGU-institutions is to develop and optimise 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 (<https://cosied.eu/partners>) [Read more...](#)

developing the model from the start of the process.

3. In our CCG meetings we have been discussing and brainstorming draft models with the intention of getting qualified input from our partners and policy makers in order to optimise the model. We discussed and received feedback to the draft model on a meeting in January 2023 as well as a meeting just prior to the seminar (November 2023).

4. The provisional processual model was discussed at the seminar in Warsaw in March 2023. This led to a refinement of the model.

5. The Danish team presented our model for our international partners at the seminar in November 2023.

#### 1.4. Regional model's rationale and its practical implications

If the goal is to work more purposefully with inclusion processes in connection with young people's education, this involves a recognition of the student's perspective, including matters that have to do with personal well-being and development. Here, raising awareness of the contexts and interactions that the model illustrates can perhaps create a better starting point for a qualification and professionalisation of the efforts to ensure better well-being and more education for the young people.

This effort is aimed both at students, teachers, the schools and the education sector as a whole.

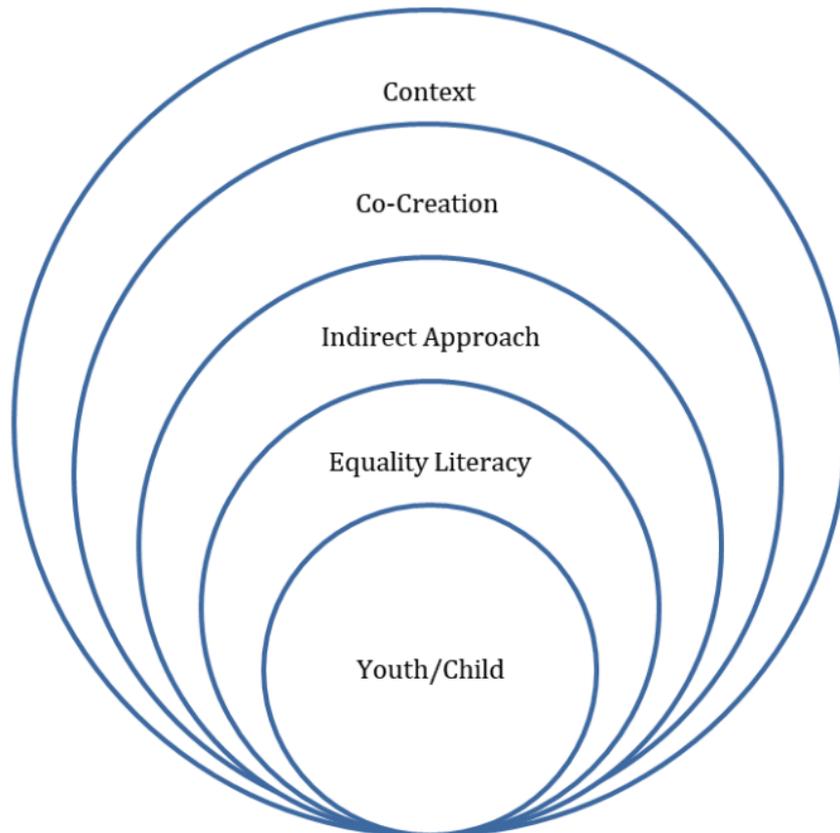
Raising awareness of the dynamics that characterise the field can hopefully contribute to reducing the numbers of young people who drop out and never resume their education.

Since the COSI.ed model was only fully developed very recently (November 2023), we have not been applying it in connection with e.g. teaching role models in the campus arena (VIA) or in connection with interviews based on the indirect approach in the basic educations arena (FGU), but in both contexts the model can be thought to constitute a good tool for understanding the dynamics and the integration of elements that are necessary if efforts with young people's well-being and further education is to succeed.

The target group is multifaceted. The model is based on the student's perspective, which is why it is natural that the student is also a central target group for the model. It is important that the student (also as a role model with regards to the realisation of the COSI.ed project) sees herself/himself as the centre of the activities and structures that are linked to learning and education. In addition, it is important that professionals on several levels make up the target group, as it is professionals (teachers, social workers etc.) who in their daily work can exert influence on the well-being of young people and create opportunities for them to participate in bringing about a positive change. It is therefore also the institutions that house teachers and social workers (e.g. schools) that are the target group. Finally, it is the legislators and policy-makers who create the framework for the work at the institutional level who are the target group, since the policy-makers' perspective has a decisive impact on the political and economic priorities that ultimately determine the degree and scope of the initiatives that are launched in order to help bring about a positive development with regards to young people's well-being and educational choices.

## PART 2 Regional model - NORWAY

### 2.1. Regional model - NORWAY - graphic version



Graph 3 Regional model - NORWAY.

### 2.2. Description of the concepts and interrelations

1. *Context* as we understand includes the political, socio-economic, cultural, regional, historical background, *and* the student's personal local context. Context is therefore the backdrop of all experience, actions - everything the child/youth experiences. That is why it comes first in the outer circle in the model. The reason why we have chosen to have the student's context and the cultural context together is because we experience them as intertwined and they are hard or impossible to differentiate. The student's personal context as well as the societal context should not be prioritised, therefore placing them together will avoid this and give room for the interplay between them. Politicians should also be part of the context, making the premises for the work including young people.

2. *Co-creating* is the philosophy of how we work, a radical form of co-creating where the partners are equal participants (Røisland & Lo, 2019). Co-creating builds on an egalitarian perspective of learning, acknowledging competence in the expert as well as the learner, building on social-cultural learning (Lave & Wenger, 1991). This includes context in how we co-create, influencing the rest of the layers in the model, layers that perhaps is more a method for specific aspects of working with the young people in vulnerable situations (see below for more description).
3. *Indirect Approach* - was in MaCE project a way to gather data through interviews with vulnerable children and youth (Gravesen et al., 2020). In COSI.ed this is more of a chosen way of communication to find the key to unlock and understand the young person, in order to find a way to succeed. This is based on having a more symmetrical approach (Co-creating) and more like a conversational approach, to find the voice of the child and youth (Fine, 1991). This could be used in various ways of interactions: for example, walk and talk, drawing, pictures and films. The point is to look for/highlight the child/youth's story and perspective to understand and empower the child/youth and for the professional to be able to enact in a way that unlocks and moves the child/youth forward.
4. *Equality Literacy Framework (EQL)* is a way to understand and identify the above for the professional to better understand how to empower the young ones, or the student to understand what has hindered or helped to move forward. EQL as a framework is powerful for both the professional and the child/youth- it can take the focus from the youth/child's experiences, and place it systemically or in a life perspective, giving new understanding an ability to move forward (Stuart et al., 2017). 'Equality Literacy Framework' as a theoretical, practice and research framework for increased awareness of all the factors that contribute to promoting or inhibiting the realisation of equal educational opportunities (context, personal life experiences, positioning from other people, oppressive or liberating structures, self-understanding, and individual choices) (Stuart et al., 2021). EQL has potential to increase students, teachers, school leaders and education authorities, awareness, choices and action, to empower them to contribute to social justice within the classrooms and beyond, and perhaps even social change in the school system (Stewart et al., 2017, p. 19). The framework is visualised using a model where individual, social, cultural, and life-cycle perspectives are included and put in context with each other. The model thus captures relationships between the individual and the different contexts children and young people in obvious contexts such as relationships with fellow students, teacher, family, etc., and more abstract and overarching sociocultural contexts at the macro level. At the same time, the life-history perspective shows that the relationships between the individual and the different contexts also change over time. The model is rooted in a bioecological, systemic view of the relationship between the individual's experiences and the environment young people interact with.

The experiences from the Co-creating and the IA will help unlock or find perspectives to include the child/youth through the use of the framework. Aiming to discover, understand, and facilitate an equal, inclusive and co-creating education based on the EQL framework, the use of mixed methods including audio-visual methods like PhotoVoice (PV) can be very useful. PV is a participant-oriented, engaging, empowering, and visual interview and action research method used to give people an opportunity to present themselves and their life experience as they see it (Wang & Burris 1997). PV relies on critical, liberating pedagogy, the political "Giving-Voice tradition" and documentary photography (which depicts reality with authentic people, environments and events).

5. *The Child and youth*. We have chosen to add to the MaCE model since we now look at the relationships between what the MaCE model called the "cornerstones" (Gravesen et. al, 2021).

We need to focus on the Child/youth who are the purpose and direction of inclusion. We think that by placing the child/youth into the centre of the model, in the inner circle, but yet at the base line, we thereby underline the priority of the child/youth and being an actor (Røisland & Lo, 2019), and underlines that all this working together around the young person will strengthen the process of social inclusion.

*The aim of the model* is to include children and young people as target groups. This is applicable for ALL those who work towards this goal, policy makers, teachers, social workers etc.

*Background, experiences with the MaCE-model in the Norwegian context, creating a new model.*

We experience that the four cornerstones developed in MaCE are vital when working with the young people in our target group, however we need to look closer at the relationship between the “layers”. In the MaCE-model the corner stones are equally important, and their relationship is not evident. They are just cornerstones. Discussing the model in the national group, we agreed that it was important that the model could be used in different contexts.

This meant that we needed a model that not only presented the different parts of the model, it also needed to show the relationships between the elements. As described over this also meant that we had to make sure that children and young people in vulnerable life situations were at the centre. This includes being heard, having a voice and not just being an aim. They are at the centre of the processes and/or relationships. When we have used the model with other groups, we see that it works here as well. That is why we do not put the concept *student* in the middle, which is the role they have, but use *child/youth*. The focus is on the person and their lived experiences not only when they are in the role as here - a student. This model portrays a holistic approach, and we can see how the contextual factors in the child/youth's life influence for example school, work and therefore need to be included.

Eventually, especially after discussing the model in the CCG meetings, we thought an “onion”-relationship circle would capture the COSI.ed approach best. The bigger overall picture is found in the biggest (outer) “shell”, and the centre of attention in the smallest. Yet - since the smallest is resting with all the other shells on the baseline, this underlines the importance of the child/youth as an actor and equal participant in the context.

The need to include more concepts (than the above mentioned) in the model has not been noted, but rather to develop those we have used a little more. We experience that the concepts present include many spectres/aspects and can have sublevels if necessary, when explaining it to different target groups.

The main focus of the model is to include the children and young people in society - and important actors within the model are policymakers, families and professionals in the field and universities.

*Context:* All the other elements in the model will mirror the context, that is why it is in the outer circle. This was pointed out at the CCG group, that for the model to function in different contexts, places, nations - it would have to have an element that showed that the model would have different expressions when adapted to different cultures and target groups. To function in a European context the model must include a possibility of flexibility and ability to intertwine with different cultures. Context will influence how the model is played out in the different countries; however, the importance will be that the development or the moving is the focus. The same with the local context - is it at school, in childcare or in a welfare office, and for the student - depending on their experiences, learning etc. that they build on, the context will make the model applicable and useful - and not restrictive. The purpose is more social inclusion, and symmetrical expressions, so our final model needs to be able to meet all cultures and contexts to be able to operate in the whole of Norway - and so also for the international model for all of Europe.

The concept of *Co-created learning* used in this project underlines how knowledge is constructed through social interactions in a social context that is with the child/youth in vulnerable life situations being an actor equal to the professional (Berger and Luckman 1966). Within this tradition, the common ground is the understanding that learning is an integrated part of practice in a context, as described above. Lave and Wenger call this the communities of practice (Lave & Wenger 2003a). They also state that communities define themselves through the activity of the participants, the members developing knowledge and a mutual understanding of the community's practice. So, the youth/child brings his/hers context, lived experiences and expertise on their own life into the equation, and is therefore a central actor. Learning is not an isolated phenomenon on the outside of the relationships in the community of practices but is embedded in sociocultural cultures and practices. Through mutual engagement, relationships tie the members together and learning occurs. The practices that make up the community might be formalised or informal. However, there are partakers of different communities, that is - in the family, in the neighbourhood, at school, work, with friends and so on.

We find that *both IA and EQL* takes context into account and is co-creating in different ways. We have chosen IA to come first because this way of communication is present in the EQL, but perhaps in EQL more directly at certain perspectives. For IA we suggest including other ways of communicating indirectly like narratives, photo voice - and of course - the drawing. It's important to compile a variety of angles on the matter for a comprehensive understanding.

*Indirect Approach* - this intertwines the co-creating and the context. The conversation/communication will invite the child/youth into a new relationship being more symmetrical. When comparing the relationship between context between countries the symmetry might look different - but the experience of the child/youth is a change - therefore there is a movement - a change - which is of importance here and might lead to success, or closer to success.

*EQL* - the concepts of EQL will be understood differently in different contexts. The mixture of the cultural and the child/youth's context will influence the interpretation of the EQL framework. The importance is if it gives clearness and ability to empower and act - a tool to move forward.

*Child/youth*; this is as written above, the centre, the one part that seeps through the whole model, and which also decides if the model is useful or not. We focus on them as persons, not their role.

### 2.3. Regional model's development process

The process of developing the model was different in each country, due to the specifics of the project lifecycle, including the timeframe and specifics of the implementing institution.

In Norway, the following stages of model formation can be distinguished:

1. National meeting 11th September 2023, evaluation the use of the MaCE-model, how we would change, improve, upscale to a COSI.ed model based on our experiences and understanding? This resulted in the suggested model.
2. CCG-meeting 20th October 2023, the upscaled model has been presented and got valuable feedback especially concerning context and culture which will be presented below.
3. Updated model sent out to the national group, 1st November 2023.
4. The model was presented to the international group during the international meeting, 23rd November 2023.
5. New discussion of the model in the national group, 11th December 2023.
6. Editing the response and finalising the model, 14th December 2023.
7. Finalised and delivered to responsible work package leaders, 15th December 2023.

## 2.4. Regional model's rationale and its practical implications

### *A simple and accessible model for multiple professions.*

We believe the model should be as simple as possible, to be easily accessible to both academics, university students, politicians, and professionals in the field. That means that the target groups will NOT be only one group, but multiple groups, like policy makers, professionals, students, and researchers, where they see the main components that can be applied on different levels and

contexts. In this way the model will point at the main components important for socially including children and youth in vulnerable life situations, and can be translated according to perspective, position, and role. This means that the model will be the same, but depth or angle of the usage will have different expressions. With the overall goal of having an impact on the children and youth in question.

### *The model functions in different contexts*

The model developed in the MaCE project was used in two different contexts - thereby the hypothesis for COSI.ed that the model should be tried out in multiple contexts to see if this could still be the case or if it needed to be developed. Our experience is that when we have tried out the model, and developed it a bit as explained above, in several contexts and professions, that it works. We believe this is because the model is flexible and simple that can be translated into several contexts. Interestingly the role models report that they experience it working with the students that are mastering school and getting good grades. Therefore, they will also use this model in classes, being a good way of working that encourages all the students to better their results.

The Norwegian national group has concluded that:

- The model should be an *interdisciplinary model* for inclusion of vulnerable youth and children to be used in multiple contexts and professions, not specifically for school or social work.
- The model must have the *child/youth's perspective*.
- The strength of the MaCE-model was that it built *on youth and children voices* and experiences. We believe this is vital for the success of the model. It must include main components seen from a child/youth in a vulnerable life situation's perspective.
- The above underlines the previous point that *the model must be flexible and dynamic* in order to cater for society's complexity and culture.

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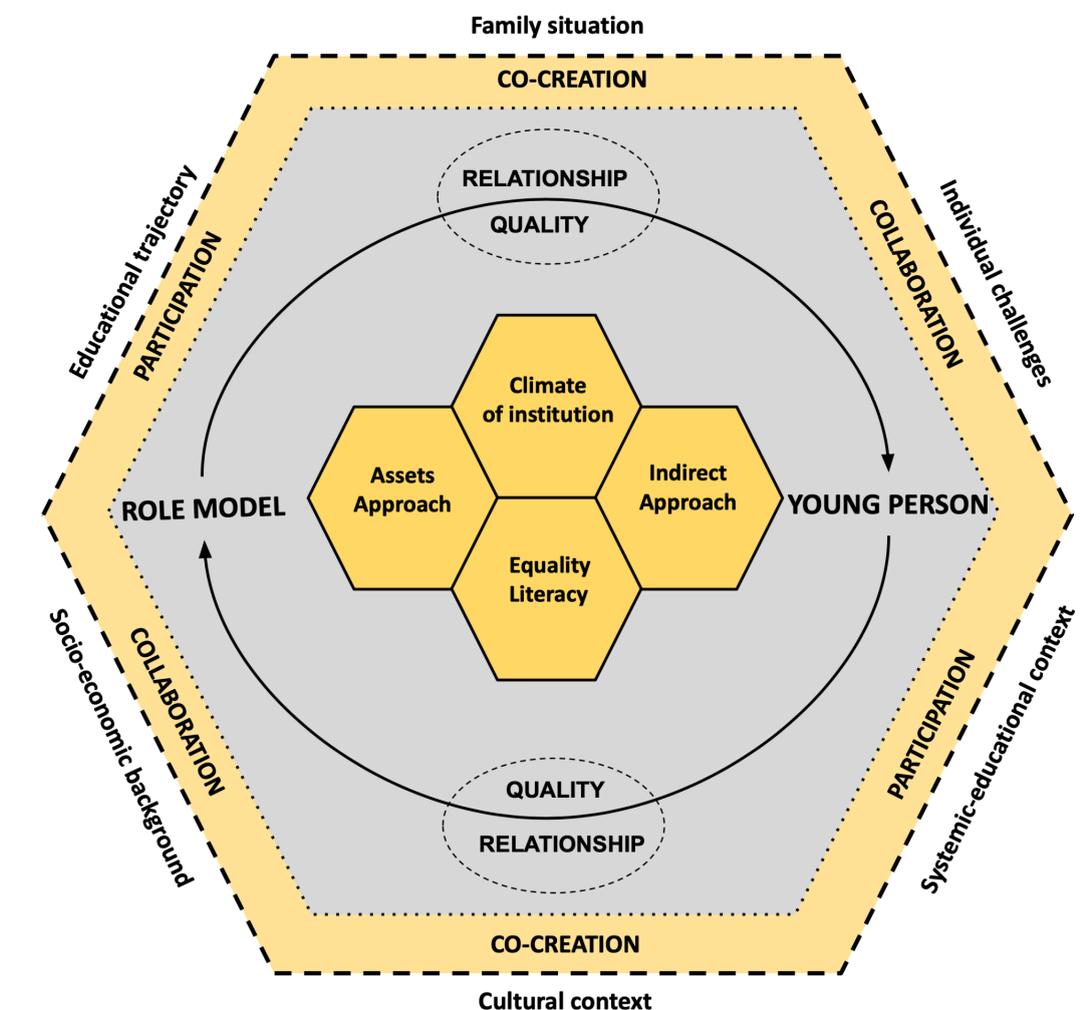
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## PART 3 Regional model - POLAND

### 3.1. Regional model - POLAND - graphic version



Graph 4 Regional model - POLAND.

### 3.2. Description of the concepts and interrelations

The external terms located on the outside faces of the hexagon describe the elements that make up the context in which the model is implemented. These components were mentioned as important determinants of the model implementation process. According to Bronferbrenner's ecological model (1977), they include factors situated at the micro level, i.e. individual challenges, educational

trajectory, family situation, as well as at the meso and macro levels: the socio-economic background, cultural context, and systemic-educational context. Thus, they indicate that the interactions, relationships and dynamics observed are influenced by broader social structures and norms.

The presented model differentiates the following categories to describe the context comprehensively:

1. Individual challenges: include characteristics and situations related to the individual dimension of the young person's functioning, i.e. special educational needs, illnesses, mental disorders, issues of adaptation to changes in the learning environment.
2. Educational trajectory: covers the young person's educational pathway to date, including significant events, and turning points along the educational pathway, containing elements described as educational 'successes' and 'failures' e.g. exams, changes of school, class, class repetition, etc.
3. Family situation: refers to the young person's family situation, whether and in what type of family he or she grows up in and what educational experiences the parents/legal guardians or siblings may have had.
4. The socio-economic background: relates to a combination of an individual's income, occupation, and social background. As the model presented refers to young people, including underage students - the socio-economic background refers to the family's social and economic status as well as to the context of the immediate surroundings.
5. Cultural context: refers to the system of key norms and values within a given society. In the context of education, it includes elements i.e. educational aspirations, the expected level of education of a society, or attitudes towards education/school.
6. Systemic-educational context: includes the school system, the legal system, and the systemic arrangements for acquiring education or a profession as well as regulations for obtaining specialised support from welfare or health care institutions, if needed.

According to research on the process of early school leaving and school (dis)engagement, the accumulation of co-occurring risk factors at different levels contributes to an increased likelihood of drop-out and educational and social exclusion (Archambault, Janosz, Fallu & Pagani, 2009; Fortin et al., 2006; Johansson, 2019; Tomaszewska-Pękała, Marchlik & Wrona, 2017). What is more, some educational and school systemic features may reinforce social inequalities through selection and segregation mechanisms (Bol & Van de Werfhorst, 2016; Downes, Nairz-Wirth & Rusinaite, 2017; Gross, Meyer & Hadjar, 2016; Zapfe & Gross, 2021). For these reasons, it is of paramount importance to multi-dimensionally consider the social context in which our proposed model of good practice in working with young people at risk of exclusion is embedded.

Three concepts are inscribed in the yellow walls of the hexagon: collaboration, participation, and co-creation, with the boundaries of these walls permeable from both the outside (context) and the inside - the components of the model of working with young people. They are therefore an intermediary element, conditioning between external factors and good practice in working with young people at risk.

1. Collaboration - collaboration refers to diverse situations in which young people and adults work together towards a common goal, a shared objective, outcome, or mission. When a group has the same goal, a shared objective, outcome, or mission, collaboration occurs almost naturally and is understood as a process.

2. Participation - is a fundamental right (art. 12 of Convention on the Right of the Child - CRC) and one of the guiding principles of the Universal Declaration of Human Rights (Youth Participation UN:

<https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>).

Article 12 stipulates that children and young people (as defined by the CRC) have the right to participate in and influence the decision-making processes concerning their lives, particularly

in the places of education and communities of which they are part. Participation is about different and varying degrees and levels of involvement of individuals in a larger group, in an activity, project, or institution. Participation reveals the reality of power in an institution (Jupille, Caporaso, 2022), and in a community. It is important to understand how and why the process of collaboration takes place, whether it is directive, whether it allows for power sharing, whether it takes into account co-creation and co-operation or whether it is hierarchy-based (Somerville, 2016).

3.Co-creation - emphasises social and cultural learning, occurring both individually and collaboratively. Co-creation, a knowledge-based process, takes into account not only the "how" of implementing a solution but also its impact on other elements. Within our model, co-creation serves two key functions: firstly, it fosters an equal partnership between young people and staff. Secondly, it acts as a bridge between contextual factors and the specific approach taken when working with at-risk youth. Co-creation necessitates active participation by young people in decision-making and solution-finding to optimise their educational pathway. This inherently requires moving beyond a traditional, power-based, hierarchical relationship.

The next layer of the model, moving from outside to inside, is the circular process of building a relationship between the young person and the role model. However, the mere existence of a relationship is not sufficient. What is important is the quality of that relationship. The relationship is reciprocal, based on equality and balance of power. The quality of the relationship consists of process and structural dimensions<sup>5</sup>.

The first one refers, among other things, to emotional support, responsiveness or the degree to which children's autonomy is accepted, while the structural one covers working conditions, infrastructure or formal requirements related, for example, to group/class size or staff qualifications.

In the case of our model, we attach particular importance to the 'process' dimension of the relationship between young people and educational staff, as it is one that can be developed, improved, irrespective of external, formal constraints.

Finally, in the middle of the model are four, interconnected honeycombs that contain the concepts forming the foundations of the working model, namely: the assets approach, climate of an institution, indirect approach and equality literacy.

1. Climate of institution (IC) (institutional climate) is a broad term, used in various ways. Its key elements include: an atmosphere, a mood, a set of values, norms and opinions, a subjective image of phenomena, the personality of an institution, something that creates conditions conducive to certain attitudes and behavioural patterns, a set of organisational characteristics or behaviour that is a function of personality and environment.

"The social climate of the institutional educational environment is a set of subjectively perceived by the pupils and educators characteristic features, situations, events, which are relatively permanent effects of its functioning within the adopted organisational and pedagogical system, shaping motivations and behaviours of individuals and social groups of this institution" (Pytka, 2005, p.16).

2. Assets approach (AA) - framework that focuses on identifying and leveraging the strengths, resources, and assets within individuals to promote learning and development. This approach emphasises building upon existing assets rather than solely addressing deficits or

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<sup>5</sup> <https://depotuw.ceon.pl/handle/item/3729>

weaknesses. Assets' approach explores, in a collaborative way, the entire individual's abilities and their circumstances rather than making the deficit the focus of the intervention. States that we should gather a holistic picture of the individual's life; therefore it is important to engage and work with others (...)<sup>6</sup>.

3. Indirect approach (IA) - based on establishing a contact/relationship through communication design that relies on the balance between the actors. This approach moves away from interviewing aimed at achieving specific cognitive or research goals, towards a conversation in which we try to discover the meanings given to situations by the conversation partners. This is possible through a narrative approach in which all participants become "the storytellers". According to Moshuus and Eide (2016) there are three conditions facilitating the emergence of the indirect approach, namely: a focus on discovering the unique personal experiences of each co-interlocutor, a conversation that takes into account, facilitates building of relationships between all involved, answering questions replaced by a position of 'storytelling' (p. 8). In our model, the indirect approach is understood as the ability to build a relationship between staff and young people that breaks down a relationship based on hierarchy into one of equality.
4. Equality Literacy (EQL) - in our model, means not the ability to read and write, but more broadly the ability to 'read the world', to understand it. Based on the research of Bernstein (2003), who proved that the differential use of language by people from different social classes is a mechanism for reproducing inequalities in societies and institutions such as schools, the equality literacy framework uncovers mechanisms of marginalisation and exclusion, with an imperative to render them visible (Stuart et al., 2020). At the same time, EQL means to have an awareness of equality, social justice issues, to choose how to intervene, to act to create and co-create equality and social justice through daily activities and interaction (Stuart et al., 2020). In this sense, equality literacy is both an element of the process of achieving social justice, a prerequisite for building a relationship based on equity, as well as its goal. Ultimately, the 'Equalities Literacy' framework is rooted in the sociological construct of structure and agency (Archer 1995). Despite the structural inequalities that exist, agency - giving voice to marginalised people, co-creation - becomes a source of awareness, choice and future action for them (Maynard and Stuart, 2018 after: Stuart et al., 2020).

All four central honeycombs translate into concrete attitudes and behaviours that condition the building of a quality relationship between young people and staff in educational institutions. They provide clear guidance for those working with young people, as well as for policymakers, whose decisions create the context within which given processes become possible. The core message of the model is that in order to counteract the educational and social exclusion of young people, we must aim at: building an equal relationships (IA, EQL), understanding the world of marginalised groups (IA, EQL), providing them with a voice (EQL, IA), giving them agency (EQL), weakening structural mechanisms of marginalisation (EQL), building on and enhancing youth's strengths (AA), and building an institutional climate conducive to equality and social justice (IC).

The model contains four concepts (Co-creation, Equality literacy, Indirect Approach and Context) taken from the MaCE model, but they are positioned differently. In the MaCE model, they all were positioned at the same level, representing the four cornerstones of work with marginalised young people.

1. In the case of co-creation - the concept in COSI.ed is more broadly understood and is a

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<sup>6</sup> <https://www.scie.org.uk/integrated-care/research-practice/enablers/asset-based-places>

prerequisite for an equality-based relationship. It is a mediating element between contextual factors and a specific model of working with youth at risk. In MaCE project co-creation was understood as: “One of the fundamental principles of co-creation is to create an environment that provides access to and experience of educational codes and situations through building on the students’ strengths and experiences” (Bunting, Mikkelsen & Cammack, 2021). In the MaCE project co-creation was the process in which the students became co-researchers and members of the community of practice. “Co-created (...) learning is based on knowledge being constructed through social interactions in a social context (Berger & Luckman, 1966).” (Bunting, Mikkelsen & Cammack, 2021).

2. Context - in the MaCE project, an important category was the pre-existing context, which referred to life situations that are not of people's choice (Archer, 1995). According to this assumption, people are born into unequal circumstances (Dorling, 2010), and some of the conditions in which we are born enable or, conversely, constrain our actions. In the COSI.ed model, context is still a key category, it is what predetermines the occurrence of all other elements/processes.

However, it has been refined according to the research findings, in which contextual circumstances were often mentioned and pointed out as an important aspect shaping the educational trajectories of young people, but also as a factor determining their disposition to build relationships with others.

The context is outside the model, emphasising that it is, on the one hand, independent of us, the determining assumptions of our actions. At the same time, the boundary connecting the context to other elements is “dashed”, implying a mutual permeability, an interaction. Ultimately, we assume that the COSI.ed model can contribute to overcoming the pre-existing, limiting life circumstances and changing it to enable a more just, equal social reality.

In our context, we felt that the model should be detailed in order to be understandable and readable. All the elements in the model are relevant to understanding the process of relationship building, based on communication and participation, and co-creation.

Hence process means: creating bonds, a climate of mutual respect, communication, and participation rituals so that everyone in the school/educational environment has a sense of community.

All elements of the model are interconnected, and intertwining, outlining important relationships and at the same time explaining the situation in which the role model and the young person communicate and cooperate.

What is universal in this model is the possibility to find connections between the elements that are coherent, and relevant to the process of co-creation and collaboration.

The process is what is important here and so time, place, and space as well as situationality and therefore context play an important role in decoding and understanding this process.

### 3.3. Regional model's development process

The process of developing the model was different in each country, due to the specifics of the project lifecycle, including the timeframe and specifics of the implementing institution.

In Poland, the following stages of model formation can be distinguished:

1. Analysis of the project assumptions and the MaCE output model from the previous project.
2. Checking in practice how the initial MaCE model works and whether it works in Polish conditions and context.
3. Re-analysis of the theoretical and practical aspects of the initial model in the Polish context.

4. Re-adjustment of the MaCE model to Polish context and creation of the initial COSI.ed model.
5. Implementation of the COSI.ed model in two institutions and during two implementation cycles.
6. Gathering feedback and impact analysis of the COSI.ed model after each implementation cycle.
7. Discussion and brainstorming with the Polish team on how to prepare a model that would suit the Polish context (part 1).
8. Brainstorming in the Polish team on context, and factors in this model in the Polish context (part 2).
9. Preparation of the draft of the Polish COSI.ed model by University of Warsaw (UW) team.
10. Discussion and consultation with practitioners from the Warsaw Centre for the Socio-Educational Innovation and Training (WCIES).<sup>7</sup>
11. Presentation and discussion of the model during consortium COSI.ed meeting.
12. Discussion and consultation of the model with the CCG group.
13. Further consultation of the Polish COSI.ed model by CCG's members e.g. among students, among practitioners.
14. Final re-adjustment and refinement of the Polish COSI.ed model.
15. Publication and dissemination of the national COSI.ed model.

### 3.4. Regional model's rationale and its practical implications

The model's message has a universal dimension, but the model itself is aimed at policy makers and professionals.

The model is relevant because of its holistic approach taking into account educational trajectory, family situation, individual challenges, systemic-educational context, cultural context and socio-economic background. At its core are three key processes: participation, collaboration and co-creation. They outline the context of the relationship and the quality of this relationship between the young person and the role-model.

The model can be applied to all situations and actions supporting communication and work of young people with role models. It can be integrated into educational activities as a means of collaborative education. The model can be used to:

- enhance collaboration through participation and co-creation: by embracing the principles of participation and co-creation embedded within the model, stakeholders can foster a collaborative environment where diverse perspectives are valued and integrated. This approach encourages active engagement from all involved parties, leading to more comprehensive and innovative solutions;
- address educational inequalities by strengthening relationships and promoting co-creation: through the collaborative efforts facilitated by the model, interventions can be tailored to meet the specific needs of marginalised groups and individuals, thus promoting equity and inclusivity within educational settings;
- engage young people in collaborative initiatives: the model provides a structured framework for involving young people in meaningful collaborations. By empowering them as active contributors to decision-making processes, their voices are heard and valued, fostering a

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<sup>7</sup> Partner in COSI.ed project. WCIES is a local government-operated teacher development facility, an institution providing knowledge and education. 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 (<https://cosied.eu/partners>) [Read more...](#)

sense of ownership and empowerment among youth participants;

- enhance young people's sense of participation and self-esteem: through active involvement in collaborative endeavours, young people are provided with opportunities to contribute their ideas, skills, and experiences. This participatory approach not only validates their perspectives but also cultivates a sense of belonging and agency, thereby boosting their self-esteem and confidence;
- improve interpersonal relationships between young people and practitioners (role models): by promoting collaborative interactions between young people and practitioners, such as educators or mentors, the model facilitates the exchange of knowledge, skills, and mutual support. This fosters positive role modelling and mentorship, leading to the development of trusting and supportive relationships that can have a lasting impact on the personal and academic growth of young individuals.

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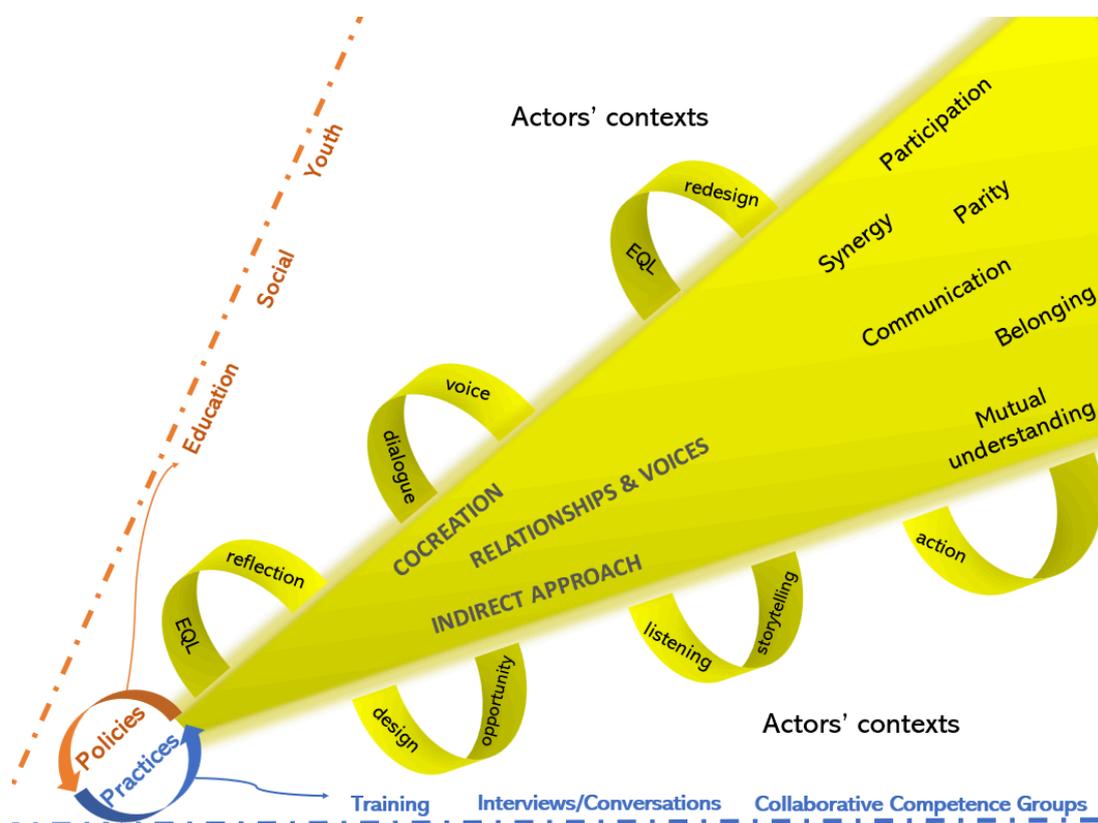
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## PART 4 Regional model - PORTUGAL

### 4.1. Regional model - PORTUGAL - graphic version



Graph 5 Regional model - PORTUGAL.

### 4.2. Description of the concepts and interrelations

1. The model is designed as an *EXPANDING BEAM OF LIGHT MODEL* with two main layers. It intends to represent all the dimensions of research and practice involved in the COSI.ed project. The first layer, limited by the blue and orange dashed lines, represents the **ACTORS' CONTEXTS**, and includes all the social actors involved in education contexts: young people, their families or tutors, professionals at the teaching, managing, and supporting levels, and policymakers. The second layer, limited within the beam of light represents the **SOCIO-EDUCATIONAL PRACTICE CONTEXT**, incorporating methods, strategies and expected outcomes. The interrelations of **POLICIES** in the Education, Social and Youth sectors underlying the COSI.ed project and intended **PRACTICES** are the starting point for modelling the socio-educational practice with young people.
2. Drawing from sociocultural learning theory (Bunting, Mikkelsen, & Cammack, 2021), the domain of **PRACTICES** highlights proposals that require collaboration and joint reflection among different actors. The three main intervention modes underlined are: initial **TRAINING** or/and **PROFESSIONAL DEVELOPMENT**, **INTERVIEWS** or/and **CONVERSATIONS** and **COLLABORATIVE COMPETENCE GROUPS**. **TRAINING** or/and professional development mainly

operates in the collaboration relationships between academics and professionals or future professionals. It involves formal and informal sessions with stakeholders, who are challenged to discuss and reflect upon ways to improve pedagogical practices. These sessions elicit different points of view, theoretical inputs, and professional experiences. The INTERVIEWS or/and CONVERSATIONS mainly operate between professionals and young people and aim at fostering positive relationships and deepening life and education experiences on which new learning and development experiences must be built. As part of the third intervention mode, the COLLABORATIVE COMPETENCE GROUPS – as a form of consultancy – provide space for dialogue and cooperation among representatives of different groups to reflect upon educational improvement, instruments, strategies, and so forth. The advice provided by the CCG is to be taken into account in the model, but the CCG does not have any decision power.

3. The components in the BEAM OF LIGHT constitute the main body of the model and intend to highlight the importance of the INDIRECT APPROACH and CO-CREATION to strengthen the often marginalised or silenced VOICES in socio-educational contexts and promote positive RELATIONSHIPS. In the Portuguese intervention, the INDIRECT APPROACH was a methodological approach to grasp the experiences and narratives put forth by young people (Frostholt, & Walker, 2021) in their own words. A key aspect of the indirect approach lies in its inherent capacity to foster close and trusting relationships between young individuals and professionals. This approach, by eschewing direct interrogation or conventional pedagogic interactions, opens a space for more organic, dialogue-driven exchanges. It places a premium on understanding the individual narratives and experiences of young people from their own perspectives. In such a way, we fostered youth VOICES and promoted strengthened RELATIONSHIPS of trust and confidence among young people and professionals. In the relationships between young people and the professionals, the indirect approach allowed both parties to better understand the contextual conditions of the young people's educational trajectories. Such a methodological stance not only respects the autonomy and agency of the youth but also signals to them that their viewpoints and experiences are both valued and valid. This formed a strong base for the CO-CREATION of proposals of learning experiences that could better respond to young people's needs and expectations to succeed in the diverse layers of their lives. In the relationships between young people and the professionals in initial training who had to produce reports to conclude their formal degrees, the indirect approach was an important way not only to develop active listening skills, but also to reflect upon diverse challenges, barriers or drivers that different actors face in their educational trajectories owing to diverse interactions of multiple push and pull contextual factors. Moreover, by this approach, it creates a conducive environment for mutual learning and growth, where young people feel safe to express themselves and explore their potential without fear of judgement or misunderstanding. This nurturing of proximity, trust and co-creation not only enhances the effectiveness of socio-educational interventions, but also contributes significantly to the personal development and well-being of the young individuals involved.
4. The components of the small YELLOW ARROWS around the beam of light are the sequence of actions to inspire the co-creation approaches in practice. We believe that the analysis of the EQUALITY LITERACY FRAMEWORK (EQL) is an important trigger for professionals to start by REFLECTING upon contextual factors on their own educational trajectories and become more able to DESIGN activities in which young people have the OPPORTUNITY to engage in

authentic DIALOGUE. This means that their authentic VOICES are actually LISTENED to and find space to make a difference. By integrating these principles, we open a way for a more inclusive and participatory educational environment where every voice is not only heard but also valued and considered in shaping collective outcomes. We believe this sequence of actions can support young people to reflect with professionals upon contextual factors on their own educational trajectories. As a possible result, the actors engaged in dialogue become keener to avoid placing the burden of failure and marginalisation mostly on the individuals and become more able to account for the role of the contexts and the interactions of structural factors. Afterwards, the actors STORYTELLING – through which young people share meaningful experiences in their lives – is analysed considering the EQL. This allows REDESIGNing new learning experiences that are more responsive to young peoples’ needs, resources, dreams, and expectations and for putting them in ACTION for a better present and a more promising future.

5. Finally, the components on the open edge of THE LIGHT BEAM – PARTICIPATION, SYNERGY, PARITY, COMMUNICATION, BELONGING, MUTUAL UNDERSTANDING – correspond to two different axes. On the one hand, the ambitioned results in terms of citizenship, participation and peaceful and respectful relationships, which are important components of being socially included; and, on the other, the dimensions of lived experience that need to be put in practice within the educational process so that young people can learn by doing and assume their role as citizenship construction authors, in a horizon of greater participation and social inclusion (Macedo & Araújo, 2014).

### 4.3. Regional model’s development process

The process of developing the model was different in each country, due to the specifics of the project lifecycle, including the timeframe and specifics of the implementing institution.

In Portugal, the following stages of model formation can be distinguished:

1. Sharing national outputs of work package 3 with University of Porto (UP) team for initial analysis.
2. Meeting of the UP team as a whole to discuss ideas about what components should the model include, and design of a first draft.
3. Drawing of the first draft that is shared, reviewed and improved with contributions of the rest of the UP team.
4. Members of the UP team and of E2OM<sup>8</sup> get back on the model in the international meeting in Palma reviewing some of its components according to the meeting’s wider discussions.
5. The UP team meets to review changes on the model’s components.
6. Writing down the first draft of the description of the regional model.
7. The draft is reviewed and approved by the E2OM team.
8. The model is going to be presented, discussed and improved, along with policy

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<sup>8</sup> Partner in COSI.ed project. Non-profit, non-governmental organisation, whose aim is to promote second chance education, working especially with disfavored young people with low qualifications, unemployed and at risk of social exclusion (<https://cosied.eu/partners>) [Read more...](#)

recommendations, in a national CCG meeting.

#### 4.4. Regional model's rationale and its practical implications

The model is primarily addressed to professionals who work with young people on socio-educational projects at the practice and management levels.

Secondly, it can be of importance to researchers and other academics developing research in the Social Sciences with a focus on engaging young people.

Finally, it can also have potential to be disseminated and seized by policymakers in the education, social and youth sectors.

In our country's context and educational system, this model may support the expansion of co-creation approaches to educational practice, not only in second chance education, but also in general education, by clarifying a proposal for the actual dynamics of co-creation approaches in educational practice at different levels and involving diverse stakeholders. Moreover, the model has the potential of strengthening discussions around the connections between co-creation and the promotion of positive relationships in schools and of more balanced power relationships between young people and adult actors in education. This is important since the discussion in Portugal has mostly been around the connections between co-creation practices and more democratic practices in schools, which having a paramount importance, has, however, put some shade on the discussion around its potential to strengthen human relationships essential in the success of socio-educational projects.

## References

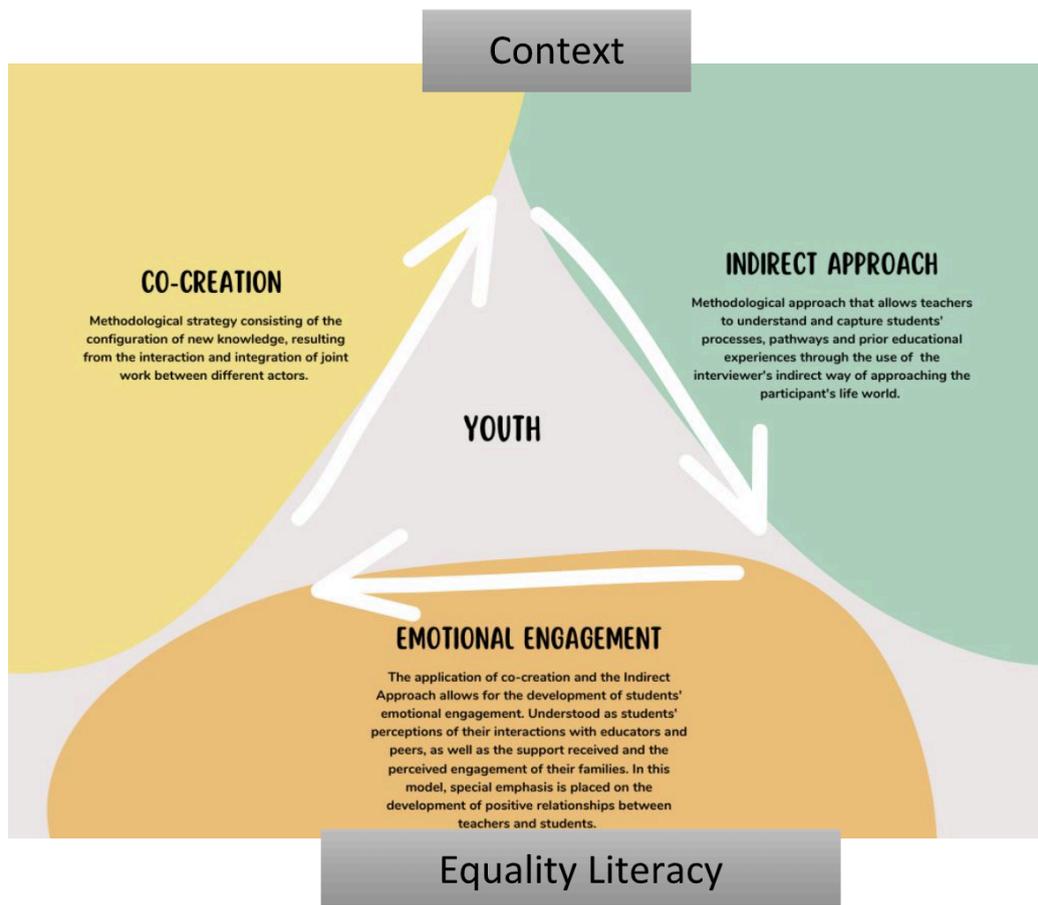
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## PART 5 Regional model - SPAIN

### 5.1. Regional model - SPAIN - graphic version



Graph 6 Regional model - SPAIN.

### 5.2. Description of the concepts and interrelations

The same definitions as in the MaCE model were used, with the exception of the term co-creation, to which a more pedagogical interpretation is given.

The concept of learner engagement, and in particular its social component, has been added, as one of the main objectives of applying the methodology at regional level is to strengthen the learner-teacher relationship as a mechanism to encourage sustainability and continuity of training.

First, the young person has been placed at the centre of the intervention, and this is why we must consider the context of the person from the theoretical construct of Equality Literacy:

Equality Literacy refers to the theoretical construct that allows us to understand the pathways and processes followed by young people, taking into consideration the macro, meso and micro-structural elements that intervene in their configuration. This process allows us to understand the individuality

of the pathways of young people at risk or in a situation of social exclusion, eliminating prejudices and stereotypes. In this way, we would take into account six interrelated factors of influence: the pre-existing context, the personal lived experiences, the positioning of others (how others perceive our trajectories), the technologies of oppression/liberation (mechanisms of reproduction of stereotypes and prejudices, the absence of these leads to liberation), the positioning of oneself (an attitude that the individual adopts towards the position in which society places him/her: victimhood, conformity, rebelliousness) and the impact of all the above elements on young people's pathways (Stuart et al., 2020).

Furthermore, the intervention to students at risk must take into consideration the context: the individual situation of each student and the relationships he/she establishes inside and outside school (Aarkrog et al. 2018). In this sense, the quality of relationships with peers (absence, conflicting relationships or bad influences) is a predictor of dropout (Bunting et al., 2017; Nielsen, 2016). In turn, the lack of family support is also an influential factor in the dropout process (Bunting et al., 2017; Cerdà-Navarro et al., 2019; Lamonica et al., 2020; Lyngsnes & Rismark, 2018; Nielsen, 2016), which is why it is necessary for training centres to offer comprehensive attention to students, not only taking into account educational factors but also personal and environmental factors that influence their educational pathways. In this sense, it is necessary to work together with other community resources while providing students with not only technical skills, but also emotional skills to foster positive interpersonal relationships (Fix et al., 2019).

Secondly, the socio-educational intervention is developed based on the application of two intervention models developed in the MaCE project: Co-creation and the Indirect Approach, methodologies that allow us to work on the emotional engagement of students and therefore increase their motivation towards training, improve confidence in their abilities and, therefore, their perseverance and continuation of training.

The concepts and the interaction between them are defined below.

Indirect Approach is a qualitative method for interviewing youth, making sure not to introduce ideas, concepts or notions into the conversation that have not first been presented by the participant. In this way, the learner takes on the role of the narrator of his/her own story and guides the topics of the conversation at all times (Moshuus and Eide, 2016; Stuart et al., 2020). In this way, we achieve a global apprehension of the fact studied, adopting the point of view of the social actors, referring us to a concrete socio-structural reality, in which objective (caused by the environment) and subjective (caused by the actor subject) events occur that mark and modify the biographical itineraries, modifications produced not only by the event itself but also by the consciousness and the way in which the individual perceives and experiences them as well as his/her reaction to these events (Ryan and Lőrinc, 2018). We understand the Indirect Approach as a methodology that not only allows the role models to know the previous itineraries and characteristics of the context of each of the young people, but also as an instrument that allows reinforcing the link between trainer and student. This methodology has been applied in our centres both in the initial interviews, carrying out casual interviews throughout the training process and in the individual follow-up sessions.

Co-creation is a pedagogical strategy consisting of the configuration of new knowledge, resulting from the interaction and integration of joint work between different actors. It is based on a process of analysis and open debate, transmultidisciplinary, based on the construction from the common factors that lie at the intersection of different approaches to an object, as opposed to interdisciplinary approaches that seek more the contribution to the whole, based on the inputs that each one brings from their own discipline; we do not speak therefore of "a puzzle" but of the integration of participation and mutual learning (Klein, 2013). The significance of one or other lines of intervention

or key themes of the knowledge that is to be elaborated, integrated, and shared must emerge from this work. The process implies a leading role of the participants, the intrinsic motivation to contribute imaginative and creative ideas directed at the core of the question, giving a role to the flexibility of the process itself, which can vary all the elements, until reaching the concretion of a participatory, shared, and integrated knowledge. In the case of transdisciplinary research, three dimensions are considered: the consensus of shared interest, group cohesion to co-create knowledge and, finally, the result of a strengthened and socially integrated theoretical knowledge (Van Veen et al., 2013). We understand the application of this methodology as a way of working not only on the professional but also on the social and personal competences of the students, as it allows us to integrate reflective learning linked to reality, practice and professionalisation.

As mentioned previously, the application of the above two intervention methodologies allows for the development of student engagement. "Active student engagement" positively impacts learning processes and academic achievements, serving as a preventive factor against dropout (Wang et al., 2011; Archambault et al., 2009; Fredricks et al., 2004; Janosz et al., 2008).

Engagement is widely conceptualised as a meta-construct encompassing cognitive, emotional, and behavioural components (Christenson et al., 2012; Lawson & Lawson, 2013). Emotional engagement, specifically, refers to students' perceptions of interactions with educators, peers, and family support. Positive student-teacher relationships are highlighted as crucial in preventing dropout in vocational education and training (VET) (Davis & Dupper, 2004; Lessard et al., 2010; Quin, 2016). Enhancing feelings of closeness, support, and motivation from teachers positively affects students' sense of belonging and self-efficacy, particularly significant in VET, where negative educational experiences can increase dropout risks (Nielsen, 2016; Nielsen & Tanggaard, 2015; Niittytahti et al., 2019). Teachers' beliefs in students' capabilities and positive expectations play a fundamental role in promoting student persistence within the VET environment (Van Houtte & Demanet, 2015).

Understanding the educational implications of student engagement can lead to significant changes in research and teaching practices. It allows for the consideration of students' social contexts, involvement, and outcomes, emphasising the need for comprehensive educational interventions focused on student success (Christenson et al., 2012; Appleton & Silbergitt, 2019; Hofkens & Ruzek, 2019).

### 5.3. Regional model's development process

The process of developing the model was different in each country, due to the specifics of the project lifecycle, including the timeframe and specifics of the implementing institution.

In Spain, the following stages of model formation can be distinguished:

1. Discussion with the CCG about the benefits and elements of improvement of the model.
2. Discussion with the role models about the benefits and elements of improvement of the model.
3. Analysis of the discourse in the interviews carried out with the young people in each training centre in the first and second cycle about the elements they value most at both the educational and training level.
4. Triangulation of the above information and discussion in the national group for the definition of a final model.

#### 5.4. Regional model's rationale and its practical implications

Spain is one of the European Union countries with a higher rate of ELET: 13.9% (16.5% for men and 11.2% for women) compared to the EU average of 9.6% as of 2022 (Ministry of Education and Vocational Training, 2023), and still far from the EU's goal of achieving rates below 9% by 2030 (European Union Council of the European Union, 2021). Moreover, this rate has a high inter-regional variability, standing at 18,2% in the case of the Balearic Islands, the region where the COSI.ed project is implemented.

Various studies have shown that the reduction of ELET is strongly correlated with an increase in education levels and employment rates, contributing to sustainable economic growth (Smith et al., 2018; OECD, 2023). The implementation of effective educational policies and support for at-risk students are crucial for addressing this challenge comprehensively.

Faced with this situation, the strategies developed to tackle the high dropout rates and their consequences are, on the one hand, educational and social preventive actions to avoid the decision to drop out (generally carried out within the formal education system) and, on the other hand, actions aimed at promoting the return to training and the improvement of the professional qualifications of those students who have already left school (programmes developed outside the education system) and thus improve their chances of entering the labour market. It is in this second block of actions where we find second chance education.

The programmes included under this denomination constitute a heterogeneous offer, largely managed by third sector entities, in which, beyond the common element of the low educational level, young people with very different characteristics participate (García, 2014; Marhuenda & Chisvert, 2022; Merino et al., 2022; Palomares & López, 2012; Olmos et al, 2020). To this end, they offer training based on the integral development of each student, developing personal competences (aimed at personal reconstruction, self-esteem and confidence in their abilities): self-esteem and confidence in their abilities) and professional (accredited training leading to the realisation of a profession) while offering a flexible, adapted and comprehensive curriculum that favours the personal, social, educational and labour inclusion of young people, contributing to the return to training, improved transitions to the labour market and increased employability (Marhuenda & Chisvert, 2022; Paniagua, 2022; Salvà-Mut et al., 2016; Soler et al., 2021; Tárraga Mínguez et al., 2022).

The students who attend these programmes are heterogeneous, but their main characteristic is that they have followed erratic educational pathways characterised by repetition, expulsion from school and finally dropping out of compulsory secondary education. This is why they may arrive at second chance programmes with too advanced disengagement processes from education, presenting a greater disinterest towards studies, low levels of self-esteem and confidence in their academic possibilities (Nielsen & Tanggaard, 2015; Niittylahti et al., 2019).

Therefore, an educational intervention adapted to their needs and interests is necessary, with the following main objectives: increasing motivation towards education, regaining confidence in their possibilities and abilities, and promoting the continuation of education. To achieve these objectives, the scientific literature has demonstrated the role of the development of positive relationships between teachers and students in increasing motivation and perseverance in school.

In this context, we consider the application of the COSI.ed intervention model to be important. Also in the political sphere, since it is necessary to give more importance and resources to these training centres for the work they do in the educational re-engagement of the youth at risk. We also consider

that in the future this methodology should also be applied in the field of compulsory secondary education as a mechanism for the prevention of the high dropout rates that we have both at state and regional level.

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Graph 3 Regional model - NORWAY.

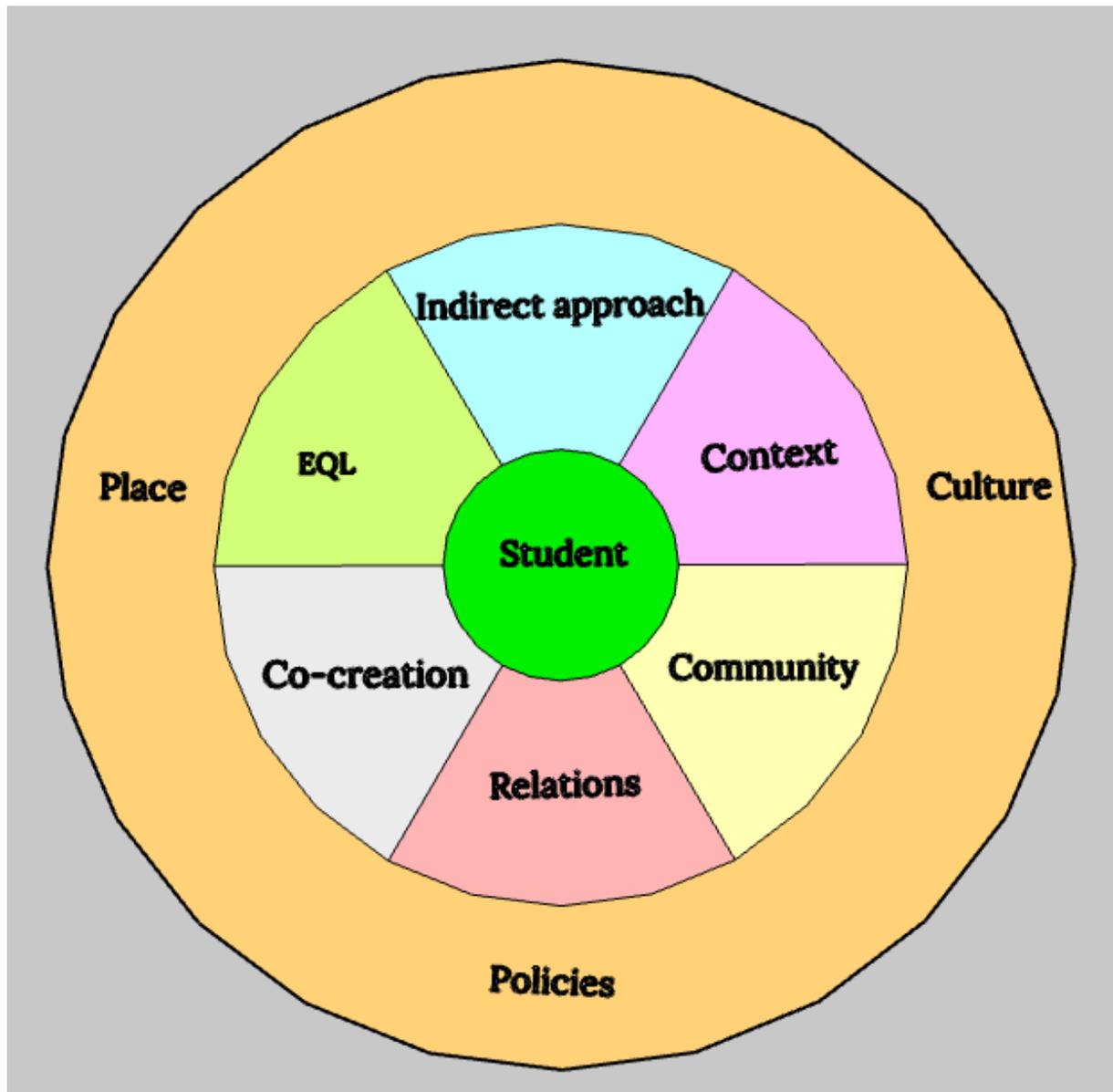
Graph 4 Regional model - POLAND.

Graph 5 Regional model - PORTUGAL.

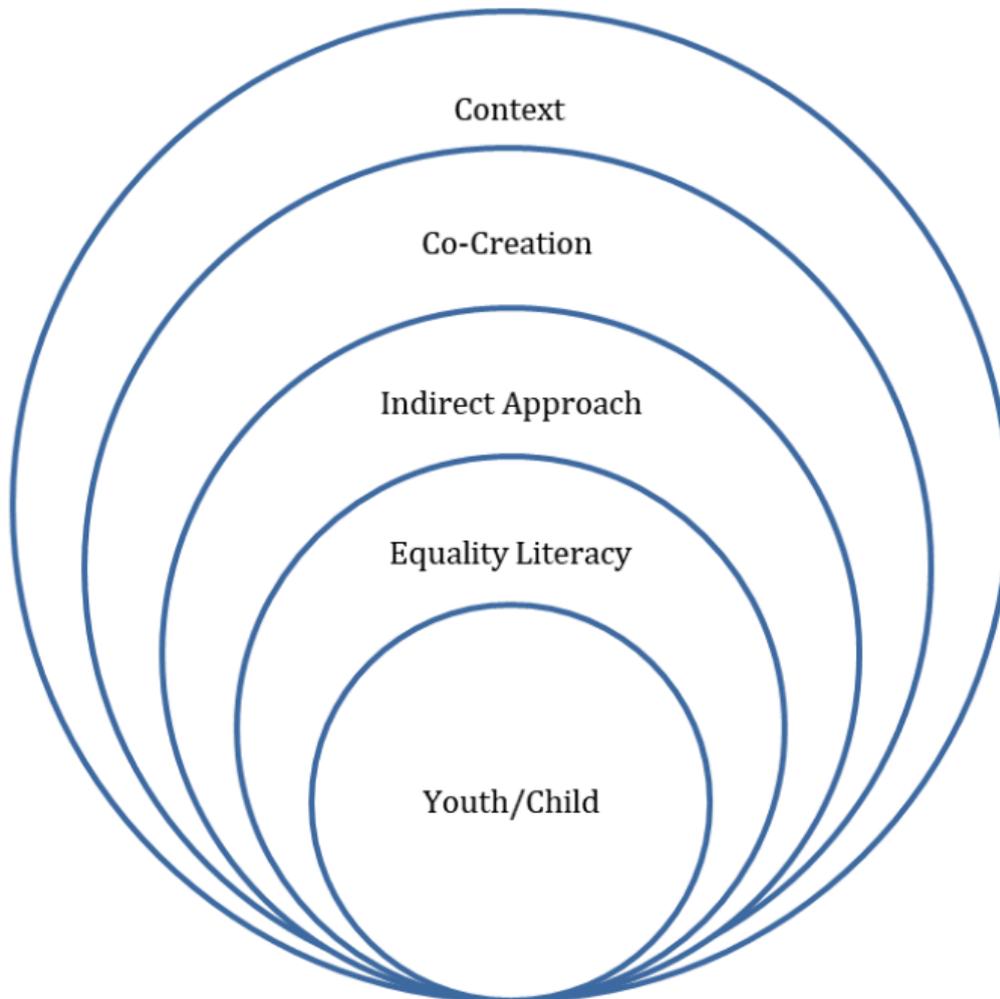
Graph 6 Regional model - SPAIN.

## ANNEX

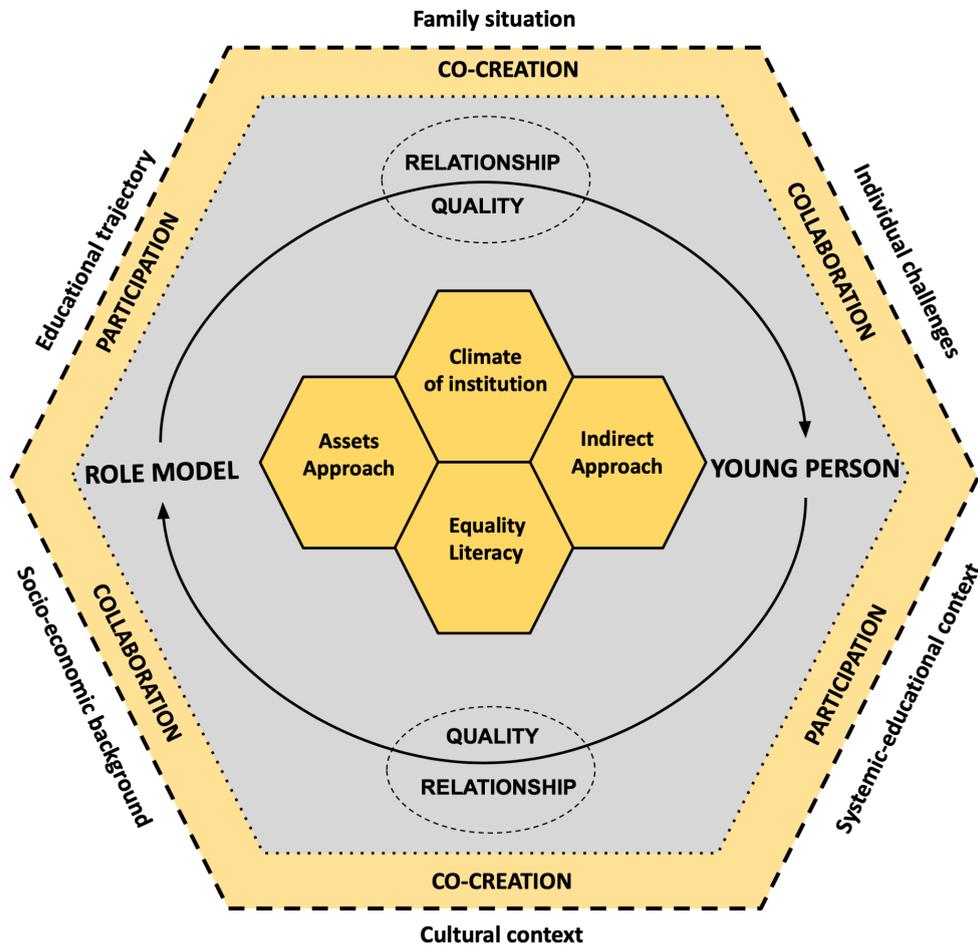
### COSI.ed Regional model - DENMARK



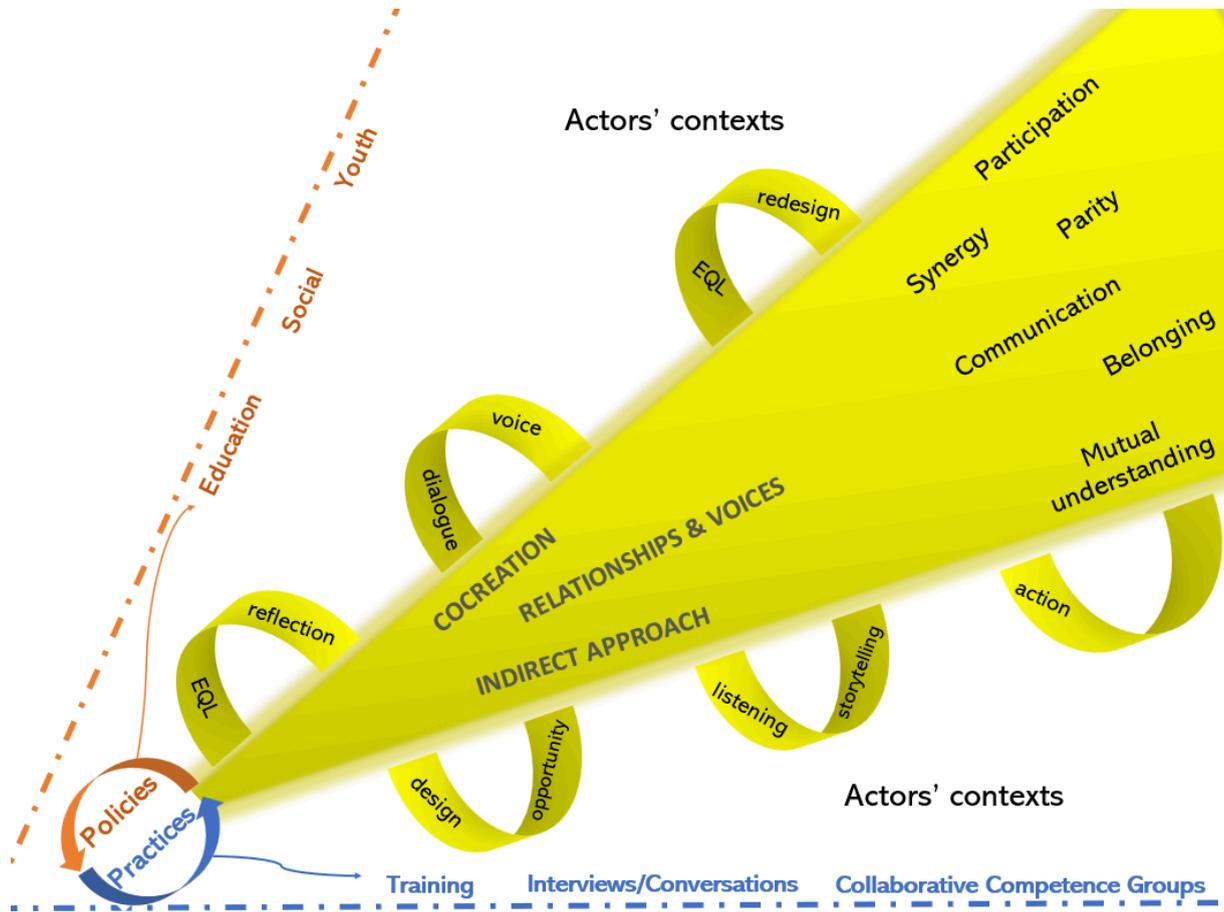
## COSI.ed Regional model - NORWAY



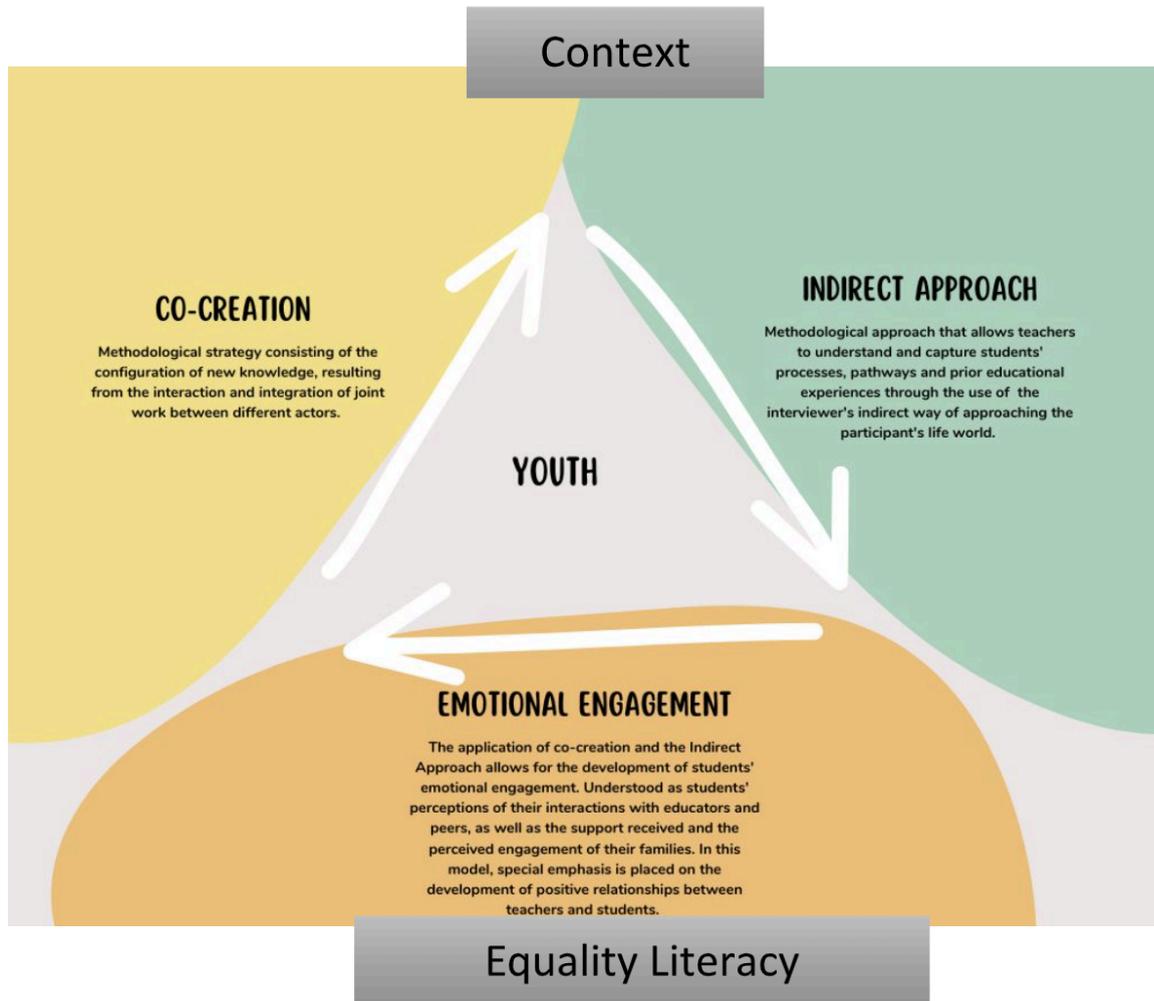
**COSI.ed Regional model - POLAND**



**COSI.ed Regional model - PORTUGAL**



## COSI.ed Regional model - SPAIN



<https://cosied.eu/>

