



# Training of the partners in the original MaCE-model

Output 2.1

## 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

Project Title	CO-created Education through Social Inclusion
Project Acronym	COSI.ed
Project Number	621365-EPP-1-2020-1-NO-EPPKA3-IPI-SOC-IN
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

Adaptations of the publication by partners of the COSI.ed project do not require authors' approval.

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## Document information

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## WP2: Transferring the MaCE-model

### Output 2.1 – Course material

The objective of Work Package 2 (WP2) was to introduce and train all partners in the MaCE model, develop a preliminary COSI.ed model, create the local curriculum, course materials and adapt the COSI.ed model to regional contexts. WP2 served as the foundation from which the rest of the project would evolve. In this phase, the partners started the transfer and upscaling of the MaCE model into different national and regional contexts.

Despite the adjustments required due to the Covid-19 pandemic, these objectives were successfully achieved. After being trained in online seminars and at the kick-off seminar in Denmark, in the various aspects of the MaCE model, the national project participants developed their own courses, materials and training programs, building on both the work done in MaCE as well as their own experiences and the local target groups. National Collaborative Competence Groups (CCGs) were established during WP2 to contribute to the development of curriculum and teaching materials. The curriculum includes aims, criteria, and content for the activities the participants will undertake.

The upscaling of good practice was implemented in three phases within the context of the COSI.ed project. The first phase involved establishing a common understanding of the project's good practices and training the partners in the foundational elements of the MaCE model. This included developing regional curricula and training courses through a shared understanding of the COSI.ed framework, which is the basis of WP2.

Due to the Covid-19 pandemic, the original plan for WP2 was modified. Instead of in-person meetings, the five partners conducted three online sessions in the spring of 2021, focusing on training in three pillars of the original MaCE model: indirect approach, Equality Literacy (EQL), and co-creation. The main objectives were to train partners in the MaCE model and provide them with a fundamental understanding of its principles, as well as practical training in the methods to be used in the COSI.ed project.

In September 2021, the partners convened in Skive, Denmark, for an in-person seminar. The goal of this seminar was to establish a shared understanding of key concepts and progress solid foundation for the development of training material and preliminary models for the implementation and upscaling of the MaCE model in national and regional contexts. The seminar also provided an opportunity to discuss national and regional differences among the partners.

Following the online training and the seminar in Denmark, the partners were prepared to create and conduct their own courses, materials and training programs, building on the MaCE framework and their own experiences, tailored to their local target groups.

To support the development of curriculum and teaching materials CCGs were established. The training of role models was incorporated into WP3, as it was challenging to conduct in-person training sessions in the respective countries due to the pandemic.

The online sessions were recorded for future use by the partners in developing courses, materials and training. PowerPoints from the sessions, along with meeting minutes and photos from the face-to-face seminar, were uploaded to the COSI Teams room for reference. The detailed programs for the three online sessions and the program for the kick-off seminar in Denmark are included below. All PowerPoints used during the online training sessions are available as separate output files.

**COSI.ed – Training – The indirect Approach, Equity Literacy and Co-creation. Preparing the regional work with course material**

**Overview of the online training sessions conducted the 13-05-2021 and the course material used for explaining the Indirect Approach which is an important aspect of the MaCE model**

**Agenda, COSI.ed session 1**

Kl. 10.00-10.10	Welcome	Mette
10.10-10.40	Overview of the project	Mette Thor-Egil
10.40-11.40	Presentation on “The Indirect Approach” and the way we used it in the MACE-project.  Questions to Peter and his presentation.	Peter H. Frosthholm. Peter has been a core member of the MACE-team working intensively with the Indirect Approach. He has written articles, book chapters and presented the method at several conferences.  Sidse and Thomas run the chat
11.40-12.10	Break	
11.45-12.45	Break-out rooms  Suggestions for questions to work with in the breakout rooms:  <ul style="list-style-type: none"> <li>• What issues and questions does the presentation cause us to discuss - nationally and internationally?</li> <li>• How can we apply / implement/ develop the method or parts of the approach “The indirect</li> </ul>	National Groups  The groups make written minutes in English of their discussions and comments  The minutes are placed on Teams

	<p>approach” in the work we have before us with the young people at risk?</p> <ul style="list-style-type: none"> <li>• How can we start to develop further the use of the method so that it can make sense in our national contexts in working with young people at risk?</li> <li>• Other relevant questions?</li> </ul>	
12.45-13.00	Break	
13.00-13.50	<p>Presentation from each national group - insight into the discussions and questions the group may have.</p> <p>Inspiration from all national settings for concrete initiatives</p>	The group selects one person to present the group’s discussions
13.50-14.00	Final remarks and a look ahead to the next session	Sidse and Thomas

**The course material:**

1

Peter H. Frostholm – phf@via.dk

## THE INDIRECT APPROACH - AN INTRODUCTION

### THE BIG Y!

Why I am here...?

- To touch upon how the Indirect Approach is realised and applied...
- To talk about some of the ethical implications of applying the approach in research
- To add some empirical experiences to the initial framework of the approach, by exploring the practical craftsmanship behind the idea of *getting answers to questions that you in fact do not ask*.

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## THE BRIEFEST OF STORIES A SHORT LEAD - IN

- To follow in the footsteps of MaCE:
  - From a project philosophical standpoint, we sought to amplify the voices and experiences of marginalised young people. 3
  - Furthermore we sought to increase confidence for co-researchers and practitioners to work more effectively and sensitively with marginalised young people.
- That may be possible through *The Indirect Approach!*
- Through MaCE we had an **ambition** to further develop the methodological framework of Moshuus and Eide, as we sought out young people's own experience in education – without exactly asking them directly.



## SO WHAT IS THE INDIRECT APPROACH?

- A methodological approach to grasp the experiences and narratives put forth by young people (or just people in general)

That makes The Indirect Approach a method for interviewing

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- It is rooted in ethnography.
- The main outset: **All social phenomena take place within contextual frames** and we do research, development projects, teach and learn within these frames!

## IT COMES WITH A BUILD - IN PARADOX!

- In gaining access to the informants' views and reflections, we must first present ourselves and our basic agenda and an idea of why their world is so particularly interesting to explore, **while at the same time**, reassuring them that whatever the he or she chooses to share is truly what we are there to learn about...
- “So, what is it that you want me to talk about?”
- In cases like these, modern ethnography tells us to ask informants about their own personal and local understandings rather than our own preconceived ideas, preunderstandings or analytical categories.

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## THE INDEED *INDIRECTNESS* OF THE INDIRECT APPROACH

- Ideally, what we seek is a conversation **solely on behalf of the other** – so no interview guide!
  - Whatever he or she chooses to emphasise becomes the main outset for a conversation.
- A key aspect of the approach is to **put away** everything we know – or think we know – about our informants!



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## THE PART ABOUT PRE - UNDERSTANDINGS

- Deficit assumptions regarding the socio -cultural backgrounds of informants can influence academic and professional perspectives.
- This assumed knowledge can transgress into an alignment with dominant narratives leading to structural violence of particular social groups.
- The indirect approach works to reduce the duality of practitioner and researcher 'knowledge' and conceptual understanding of young people's experiences and open a diverse arena to consider the unique responses offered by informants into their world view.

(Frostholm & Walker, 2021: 64)

## THE INDEED *INDIRECTNESS* OF THE INDIRECT APPROACH

- Through the indirect approach, we seek to position ourselves in a way where we may actually get *answers to questions we do not ask!*
- Getting people to to fully occupy the position as *storytellers.*
- What we need to achieve this is a good measure of *trust and confidence!*

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### 17 - YEAR OLD AMANDA 1:2

***The hard way:*** We learned the importance of obtaining a mutual understanding about what the key aspects of the project are, and what to expect from an interview situation:

- "Amanda – a 17-year-old girl, had thought that she was being interviewed for some kind of feature article in a glossy magazine. That was what she had understood being interviewed was about. The confusion, we learned, was also caused by the fact that Amanda could not quite understand why she was interesting enough to be interviewed for a feature article. And why was the interviewer not asking real questions?"

(Frosthalm & Walker, 2021: 66)

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## 17 - YEAR OLD AMANDA 2:2

Hammersley and Atkinson state:

- Where the research is overt (...) people in the field seek to place or locate the ethnographer within the social landscape defined by their experience. Some individuals have little or no knowledge of social research (...).

(Hammersley & Atkinson, 2007, p. 63)

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- "Even though we collectively and thoroughly (or so we think) informed our interviewees about the outlines of the project, the aim and scope of the interviews and the articles that we were going to write, we might just have left out a few key elements." (Frostholm & Walker, 2021: 66).

- Demystifications and a general open approach is the way to go!

## TOO MUCH INFORMATION AND NO POLLUTION

- Re-visiting the paradox: what would be considered too much prior information? What we do not want is to pollute the conversation we are about to engage in with concepts like research or school failure, dropping out, etc.

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- What we seek is ideally a conversation on behalf of the young person based on a bare minimum of basic information about the aims of the project and their interview style (Frostholm, 2019).



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## THE HAPPENSTANCE

### THE HAPPENSTANCE

- A happenstance should be seen as an *unforeseen event*.  
Something we do *not* plan for during our interviews with our informants.
- It is not quite an accident, but more a thing that we as interviewers hope to experience.
- While an accident is a waste of time, a happenstance, in contrast, is a shortcut into a more complex view of meaning – a lucky path to extended contextual knowledge.
- A happenstance allows us to gather knowledge from a different angle compared to what we normally would do by asking pre-prepared “interview guide – questions.”



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## THE STORYTELLER

- Ideally the researcher becomes an audience for the informant's story unfolding in presence of the researcher. The approach is to initiate a good story as we seek to build a personal relationship with our interviewees.
- By applying this indirect approach, every interview starts with small talk, using the interactions that precede the interview to initiate a dialogue focusing on the unique personal experiences of each informant. To this end, the interviewer makes follow-up responses to enable the informants to tell their own story in the words of their choosing.

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## THE STORYTELLER

- Amanda: 'It is possible that I might fuck things up a little . It is quite hard with the kind of questions that you ask, because I am not prepared for any of it.'
- Interviewer: ' Well actually it is completely up to you, what you want to share... and again – you are the expert , so you can't say anything wrong. You might just want to talk about what you have been up to lately.'
- We found that an ongoing negotiation of the agenda with the interview and the methodology used were oftentimes needed throughout our short time interviewing the young people (Frostholm, 2019; Frostholm & Walker, 2021: 69).

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## THE CRAFT : OPENERS

- So, what is a good opener for a conversation that ideally does not revolve around a typical question /answer format?
- ‘So... what have you been spending time on lately?’  
It may open up a conversation, in an indeed informal way, since most people seem to remember what they have spent their time doing during the last few weeks or months.
- not too up front, demanding or intimidating

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(Frosthalm & Walker, 2021: 70).



## THE CRAFT : FOLLOW UPS

- The researcher needs a valuable insight in some of the places, terms, ideas or cultural notions that make up parts of the informant’s everyday life, for later to follow up on them:
- ‘So...football you say? Tell me more...’ or ‘You mentioned hanging out at the shopping centre... what’s that about?’
- The idea here is to use the same words and ask from the same cultural categories as the informant puts forth during the conversation.

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(Frosthalm & Walker, 2021: 70).

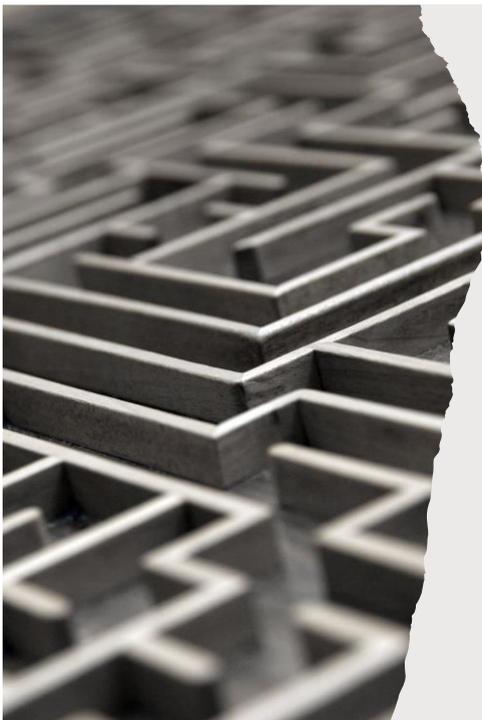


## THE CRAFT : AVOIDING POLLUTING CONCEPTS

- A key part of the good questions is also to avoid introducing any concepts, like for example *family* or *school*, which could be the case if the researcher was adhering to a more traditional questioning style on the basis of an interview guide.
- The informal style and almost neutral character of the openers and follow up questions presented here functions as a gateway into the life world of the informant, as the researcher looks for certain words, accentuations or story bits to explore further – all on behalf of the informant.

(Frostholm & Walker, 2021: 70).

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## THE CONTEXT

- The setting heavily influences the way the informant Sophie follows up on the opener :  
What have you been spending time on lately, to which she answers : Well, I spent my time here =  
The context and the setting might just shape the conversation .

(Frostholm & Walker, 2021: 71).

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## THE CONTEXT

- I therefore advise researchers to carefully consider the physical surroundings of the interview
- Should we consider converting the interview into a walk-and-talk style interview in the local neighbourhood? Our conversation might be influenced by the surroundings here. Should we consider asking the informant to bring childhood pictures or their latest streaming playlist?
- We could affect the conversation in that way. That is the power of context.

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(Frostholm & Walker, 2021: 71).



## THE ETHICS – POWER RELATIONS

- During an interview, the researcher must rely on his or her ethical judgement and feel his or her way around the situation.
- Even though the indirect approach strives to put away the power balance in a conversation, it is still there.

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## THE ETHICS

- Through the term **ethical situationism** (Hammersley & Atkinson, 2007), I argue that researchers must undertake ethical judgements and deal with ethical considerations as they go.

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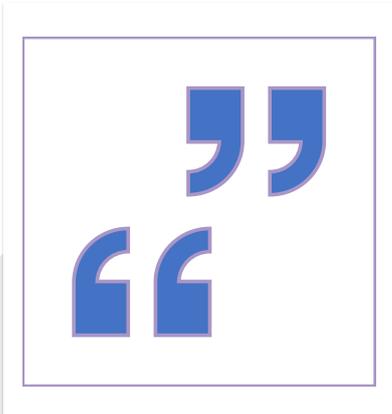


## THE ETHICS – POWER RELATIONS

- At all times during the interview, the conversation must take place on the terms of the informant = If he or she sees the need to take a break, stop or in any way back out, it should of course be accepted.
- After the interview, the researcher must consider if it can be considered safe to leave the informant, following that he or she might just have shared some rather personal and at times complicated narratives.
- In that sense, the researcher acts ethically according to context while interviewing through **ethical situationism**, as everything can not be planned for and therefore must be dealt with as we go ( Frostholm , 2019).

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### IN SUMMARY 1:3



- The Indirect Approach is a research method applicable whenever a professional is interested in a person's indeed personal narratives and in giving voice to otherwise neglected, and in some cases marginalised, groupings in society.

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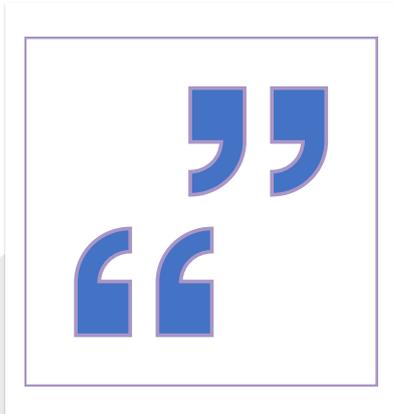
### IN SUMMARY 2:3

- A clear potential is found through the open and distinctly indirect way of approaching the informant, as it makes room for narratives that spring directly from the lifeworld of the informant.



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## IN SUMMARY 3:3



- The method is therefore relevant when conducting educational youth research, as we seek to gain an insight into the young people's own perspectives and personal life world contexts and make those the focal points of our analyses.

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## WANT TO KNOW MORE?

- Frostholm, P. H. & Walker, S. (2021). The Indirect Approach– the Basics, the Craft and the Ethics. In: D. T.Gravesen, K. Stuart, M. Bunting, S. H. Mikkelsen & P. H. Frostholm, (eds.). *Combatting marginalisation by co-creating education : methods, theories and practices from the perspectives of young people*. Emerald Group Publishing.
- Moshuus, G. H & Eide, K. (2016). The Indirect Approach: How to Discover Context When Studying Marginal Youth. In: *International journal of qualitative methods* , vol.15, nr.1, p.1-10
- Frostholm, P. H. (2019). Exploring young people's voices in ethnographic research: remarks on the ethical implications of ethnographic interviews with marginalised young people. In: *The Journal of Youth Voices in Education: Methods Theory Practice* , 1(1), pp. 59-65.

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## COMMENTS AND QUESTIONS

- Reflections
- Critique
- ...

**Overview of the online training sessions and the course material used for explaining the Co-creation and Social Cultural Learning which are an important aspects of the MaCE model**

**Agenda, COSI.ed session 2**

Kl. 10.00-10.03	Welcome	Sidse
10.03-10.10	Introduction to WP6: CCG	Vibeke
10.10-11.10	<p>Presentation on “Co-creation and Social Cultural Learning” and the way we interpreted it in the MACE-project.</p> <p>Questions to Paul and his presentation.</p>	<p>Paul Cammack Paul Cammack, Doctor of Philosophy, has until recently been working at the Education Development Service at Birmingham City University. His area of expertise is within the field of Pedagogy and Education. Paul has been a core member of the MACE-project team, with special insights in the projects foundation on Co-creation and Social Cultural Learning</p> <p>Sidse and Thomas run the chat 😊</p>
11.10-11.40	Break	
11.40-12.45	<p>Break-out rooms</p> <p>Suggestions for questions to work with in the breakout rooms:</p> <ul style="list-style-type: none"> <li>• What issues and questions does the presentation raise/cause us to discuss - nationally and internationally?</li> <li>• How can we apply/ implement/ develop/ work with co-creation and</li> </ul>	<p>National Groups</p> <p>The groups make written minutes in English of their discussions and comments</p> <p>The minutes are placed on Teams</p>

	<p>social cultural learning in our work with the young people at risk in our local settings?</p> <ul style="list-style-type: none"> <li>• How can we start to develop further the use of co-creation and social cultural, so that it can make sense in our national contexts in working with young people at risk?</li> <li>• Other relevant questions?</li> </ul>	
12.45-13.00	Break	
13.00-13.50	<p>Presentation from each national group - insight into the discussions and questions the group may have.</p> <p>Inspiration from all national settings for concrete initiatives</p>	The group selects one person to present the group's discussions
13.50-14.00	Final remarks and a look ahead to the next session	Sidse or Thomas

**The course material:**

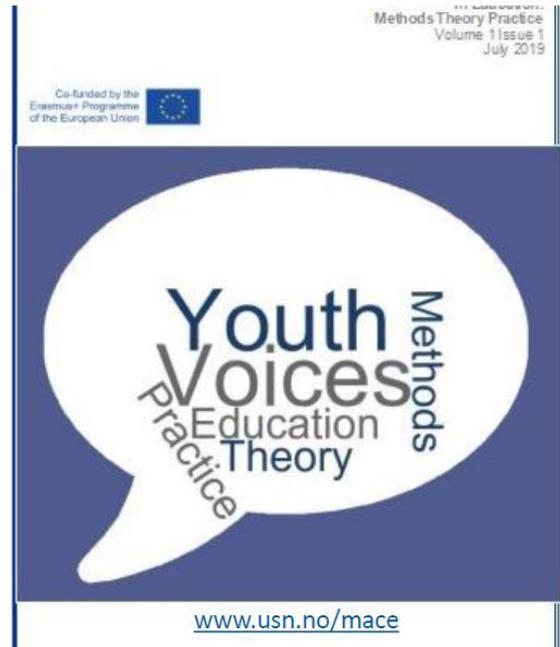
## The idea of MaCE

- co-creating will strengthen the students' learning process and outcome
- the students lived experience will be an asset in the learning process
- through co-creation and methodology, we will be able to develop the educational programmes that better includes first generation students.



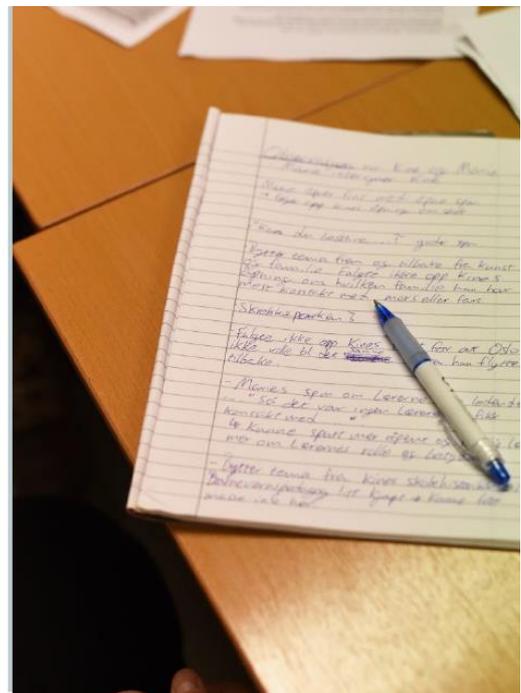
## MaCE

- Context
  - Universities from areas with a lot of students with low socio-economic background
  - Including first generation students to work against dropout from BA and AM studies
  - Expand our knowledge about dropout with a focus on relational experiences
- Project:
  - Social inclusion through participation as co-researchers in a research environment
  - To be a co-researcher will strengthen the student's learning and access to the labour market.
  - The students background and experience would be a strength in the research being done.
- Results:
  - The students completed and experienced mastering, increased learning results and are encouraged to go further in their education.
  - MaCE-model developed - Equality Literacy (EQL)
  - Journal with student's articles
  - Published with the students a book (academic anthology)
  - A handbook and online teaching – see [www.usn.no/mace](http://www.usn.no/mace)



## We produced

- A model about preventing dropout from Higher education
- A model about preventing dropout/follow up Early School Leavers (ESL)
- Methodological course available for others
- A «Hand book» for working with students as co-researchers
- A book co-written with students
- Impact local, nationally and internationally



## MaCE

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- Co-creating
  - How we view working together- educate young people and children
- The Indirect approach
  - How we communicate and grasp the young person's perspective, and see it as vital in learning and development
- Equality Literacy /Framework for Wellbeing, Education, Learning and Development
  - Framework for both staff and young people to understand what strengthens and hinders learning and development- also outside school context

## Co-creating, Co-researchers

- Being co-researchers mean being part of a social academic community where the aim is to become an active participant of a socio cultural practice, where learning is an integrated and inseparable aspect (Lave & Wenger, 2003a). Such a balance between building on student's own competence, trying it out, reflecting and being accountable in the learning situation, is the main principle we have tried to make room for, and can of course be challenging, as some students also expressed.
- We found that Lave and Wenger's concept *Legitimate Peripheral Participation* described the students being a newcomer in the beginning of MaCE, but then gradually attaining knowledge and moving towards becoming more of an expert. When the students entered the community as a newcomer they were more on the outside, but through their participation moved forward and became an active participant with the goal of full participation. Through the processes in the communities- through the different courses, mentoring and the practices they were involved in- the students moved closer to the centre of the research community. The students were co-creators of the project and part of the research- negotiating, collaborating, challenging and defining the relationship within the community. This is an active, not a passive social learning process.

### Chapter 2

Social Cultural Learning: students as co-researchers, a key for students' success?

*Mette Bunting, Sidse Hølvig Mikkelsen and Paul Cammack*

### Abstract

This chapter explains how a socio cultural learning model was used in the MaCE-project for students to challenge prevailing deficit models of social disadvantage. The chapter draws on accounts of participant engagement in the project to reveal how a supportive socio cultural model can develop knowledge about the subject of marginalisation and about wider higher education elements whilst also developing self-belief and raising aspirations of participants.

Key words: co-creating, socio cultural learning, co-research, HEI students

The need for high levels of post-secondary education has increasingly become a prerequisite for success within the global labour market. Thus, the importance of young people having an equal opportunity for Higher Education has been recognised and become an important goal for European countries. However, empirical evidence suggests that when it comes to social class, equal opportunities alone will not ensure equal outcomes (Norwegian Directorate for Education and Training, 2014; Caspersen et.al., 2012). It is true that global growth of Higher Education Institutions has given better access to students who may have experienced economic, educational and cultural forms of deprivation (Collini 2017). However, the reason young people have not entered or completed higher education is not only because of the lack of opportunity or access, but rather a result of having limited social, economic and cultural capital. Modern society, often called the schooled society (Baker, 2014), still produces specific barriers to social inclusion, which research shows is experienced by what we call first-generation students (students identified as the first within the family) more than others when entering Higher Education.

In this chapter, we will present our experiences from the MaCE-project. All the institutions in the three countries involved in MaCE1 are located within districts with relatively high 'not in education employment or training' (NEET) and early school leaver (ESL) rates, and a relatively high dropout rate from Higher Educational Institutions. Firstly, we take a short look at what we know about social inclusion and first-generation students. Thereafter we will describe and analyse our work with the students in MaCE, based on the theoretical work of Lave & Wenger, letting the student's voices and experiences come forward and be the centre of the analyses.

### **What do we know about social inclusion and higher education?**

There is evidence that those who are successful at school primarily come from higher socioeconomic backgrounds (Broer, Bai, & Fonseca, 2019; Chung, 2015). This factor influences their success at school in terms of engagement and grades, in turn influencing their educational performance (Alexander, Entwisle, & Horsey, 1997; Benner, Boyle. & Sadler, 2016). From this perspective, we can argue that the educational

system reproduces inequalities, and that those struggling have experienced a lack of social inclusion. This is confirmed in a review on first-generation students, which concludes that educational achievements within Higher Education can be seen as closely related to social background: “The higher the social strata students are from, the more likely they succeed in educational institutions” (Spiegler & Bednarek, 2013:318). Research suggests that first-generation students are more likely to drop out of their education, even when achieving good grades and doing well (Lehman, 2007). In this way, equitable opportunities and access can be seen as insufficient in ensuring first-generation students will complete their education.

## **Methodology**

A short qualitative questionnaire was sent to the co-researcher students to gather their perspectives on the experience of being part of the project. The questionnaire consisted of open questions, like: “How did you experience the cooperation with the researchers and others students in MaCE?” and “How would you describe your development as a co-researcher?”. We chose open questions rather than closed ones to enable the students to express their views with their words and concepts. This would strengthen the study’s validity, enabling their perspectives to be heard (Maxwell, 1992). Because all the students had been part of the project they have common references, and perhaps even identity about co-researching (Kvale, 1997; Brandth, 1996). In order to ensure that the students could answer freely we asked someone not connected to the students to send out the questionnaire and anonymise the responses. Participation was not obligatory, and all the students were invited. Even though the results from this study cannot be generalised, we will link our results to related research, to envisage that this perspective is both interesting and relevant for universities beyond those directly involved (Kvale, 1997).

## **How did we socially include the students?**

The main focus of the MaCE project was to include the students as co-researchers into a research fellowship with experienced researchers. We engaged students from both master and bachelor programmes to research with young people on the phenomenon *early school leaving*, training them in methodology and field work. The co-researcher students engaged with a multi-national, interdisciplinary team of academics, and they were all actively involved in the research, both as interviewers, analysts and writers. According to the students, being part of a research fellowship was a good experience:

*“On an international level I found it exciting to work with researchers and students who have a relation to young people in other countries, and thereby look at*

*similarities and differences, and also learn about the way they think is the best way to work with young people.” (BA-student)*

*“The collaboration worked well... It was interesting to hear the researchers and the other student’s opinions and learn about the differences and similarities across national borders. The participants who asked questions and were open made the co-creation easier, I think.” (BA-student)*

Working together with other students and researchers was rewarding, and the national differences gave the co-creation process enriching cross-cultural dimensions. The students were part of a situated learning environment drawing on the experiences of a range of academics and fellow co-researcher students across three countries. They became active participants in the social practices of a social, multidisciplinary and multinational community, enabling them to actively construct their academic identity and helping them stand more firmly and secured in the academic environment (Lave & Wenger, 2003a; Wenger, 2003; Lave & Wenger, 2003b). Co-researcher students in the project expressed their experience in the following words:

*“As a co-researcher in the project, I went from not quite knowing what it entails to be a researcher, to becoming a part of interviewing, sharing experiences and opinions, sharing my perspectives on studying, and doing a job for the community and being an active part of the research.” (BA-student)*

*“Being part of MaCE has brought me many competences on various levels, which I feel I can bring with me in life. I have learned a lot academically but also on a personal level.” (BA-student)*

Thus, in line with Wenger & Lave many of our students found themselves more confident and competent in the academic milieu. They found they could draw upon their own lived experiences, turning them into strengths. For example, if they had been struggling with life and education, this gave them valuable insights when interviewing vulnerable young people. 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. One co-researcher student voiced it this way:

*“Through this project, I have had the opportunity to grow in my ability to work together with other people. I have also had the opportunity to grow myself, and become more confident, which feels like a fantastic outcome. Being part of this project, I have tackled challenges that has touched upon previous life experiences and feelings, but in the MaCE-setting, it has not been that difficult to cope with my challenges, as it has been a safe environment, where I felt safe to share things about my life and previous experiences. Something I think also becomes important for me in my upcoming professional life.” (BA-student)*

We find that our students in many ways were experiencing and continuously creating a shared identity in cooperation with the others, engaging and contributing in the community's practices. These findings show that the students bring an expertise into the research community. An example is some students' experience of their own marginal position in school, which enhanced the insights that could be drawn from the conversations with young informants and peer co-researcher students. Students brought these and other new and valuable forms of knowledge and competence into the community, which gave them a sense of belonging in the academic milieu.

### **What does it mean that the students are co-researchers?**

Being co-researchers means being part of a social academic community where the aim is to become an active participant of a socio cultural practice featuring integrated and inseparable learning (Lave & Wenger, 2003a). Such a balance between building on student's own competence, trying it out, reflecting and being accountable in the learning situation, is the main principle we accommodated and this can, of course, be challenging as some students expressed:

*"I found, it was sometimes very challenging to engage in classes on very complex and for me unknown subjects and themes in English. In addition, I was challenged by the assignments that we had to write, which were to live up to the demands of my study programme and the MaCE-project. But it turned out to work well, with good help from my research instructor. (BA-student)*

Using English as a second language was difficult for most of the Scandinavian co-researcher students. However, this was made possible through the co-creation and by having experienced researchers to interact with. Active learning for students means, according to Prince (2004:1), involving them in learning processes that demand engagement and which promote active reflection in the activity. Through active learning the co-researcher students' understanding developed by making connections and creating meaning. In this way, the students' learning was influenced by the need and wish to learn, their self-esteem, life experience and their relation to learning and motivation. By participating in their own learning and reflection process together with others, a meaning between theory and practice was created which again influenced their learning. The equality of the relationship between the teachers and the students through their co-creation was important for the students' learning (Aspøy og Tønder, 2012; Buber, 1992). One of the students explained it like this:

*“I think that never before have I been so confident in such a situation. Both the students and the researchers in the project are very open and forthcoming. I think it is because we have a common goal that brings us together as a community even though we have different backgrounds and experiences”* (BA-student)

Co-created learning, which we strove to achieve in MaCE, is based on knowledge being constructed through social interactions in a social context (Berger & Luckman, 1966). Within

this tradition, the common ground is the understanding that learning is an integrated part of practice in a context, a community of practice (Lave & Wenger, 2003a). Our MaCE community was created through the activity of the all the participants developing knowledge and a mutual understanding. Learning was not an isolated phenomenon but was created through mutual engagement that strengthened the relationships between co-researcher students and researchers (Lave & Wenger, 2003a).

We found that Lave and Wenger’s concept *Legitimate Peripheral Participation* described the students being newcomers in the beginning of MaCE, but then gradually attaining knowledge and moving towards becoming more expert. When the students entered the community as newcomers, they were more or less on “the outside”, but through their participation they progressed and became active participants with the goal of full participation. Through the processes in the communities, participating in the different courses, mentoring and the practices they were involved in, the students moved closer to the centre of the research community. The students were co-creators of the project and part of the negotiating, collaborating and challenging relationship within the community. This can be described as an active learning process. This movement was described in this student’s words:

*“I experienced that I went from being a student with very little research experience, to learning a lot and getting great competencies. To be a part of a learning community showed that research is a living and dynamic process. My development has really been huge and I am in a total different place now, than I were last year.”* (Master student)

The testimonies in this chapter shows that belonging to the MaCE-project and academic study groups afforded the students multiple communities of practice. One of the communities were in their original classes through their Bachelor or Master degree. Within the MaCE-project the students became part of the group from their country, and they were part of an international learning community. However, the process of becoming a community and creating their own understanding has at this point just started and the students might find themselves peripheral. To get to the core of the community can take time. The good news, however, is that the communities did not necessarily come to an end with the project’s closure. Perhaps

experiences cross over to other arenas, and new learning processes occur through new communities of practice. As one student states: *“We have made friendships, got amazing close bonds and a feeling of togetherness and a lot of good experiences together”*.

### **Concluding remarks**

The MaCE-project worked from a starting point that challenged the deficit assumptions that are often made about socio-economic factors that affect educational achievement (Gorski, 2012). The MaCE project used a capability approach (Wilson-Strydom, 2015) which focuses on freedom to achieve as a moral imperative and that focuses on people’s capabilities rather than presumed deficits in the process of educational achievement. We claim that the process of privileging and mobilising student experiences of marginalisation within their research helps to promote a model of meaningful educational practice by prioritising human agency,

individual well-being and by focussing on the transformative potential of education (Walker, 2012).

This chapter presents evidence that by engaging students in a project focusing on experiences of disadvantage and marginalisation, and at the same time co-constructing knowledge, we can harness specific elements of social and cultural capital that enables us to facilitate access and engagement to diverse aspects of research culture in Higher Education Institutions. Allowing students to develop autonomy as researchers and collaborators raises their aspirations and engagement and enables them to be active participants in Higher Education (Walker, 2008).

The co-researcher students in the MaCE project reported a growing sense of confidence and agency in their studies where future possibilities could be aspirational rather than limited by previous socio-economic circumstances. This connects growth in knowledge (of the subject, of research and of the academic system) to growth in self-belief and in aspiration. The development reported by the students supports the claims of Robeyns (2018) that active inquiries developed through socio cultural practices support educational achievement. By doing so, we hope the findings from this project can lead to a discussion of how we can enhance the achievement and capacity of students through utilising individual experiences and knowledge and employing a capability-based approach founded on socio cultural practice.

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**Overview of the online training sessions conducted the 5<sup>th</sup> of May 12.00-16.00 and the course material used for explaining The Equality Literacy Model which is an important aspect of the MaCE model**

**Agenda, COSI.ed session 3**

K1. 12.00-12.05	Welcome	Thomas
12.05-13.05	<p>Presentation on “The Equality Literacy Model” and the way we interpreted and used it in the MACE-project.</p> <p>Questions to Kaz and his presentation.</p>	<p>Kaz Stuart</p> <p>Kaz is a professor of social and health inequalities at The University of Cumbria. She is an active researcher promoting social justice and using socially just research methods.</p> <p>Kaz is the Director of the Centre of Research in Health and Society, which seeks to positively transform health and wellbeing outcomes locally, nationally and internationally.</p>

		<p>Kaz has been a core member of the MaCE-team and has developed the EQL-model.</p> <p>Thomas run the chat</p>
13.05-13.40	Break	
13.40-14.40	<p>Break-out rooms</p> <p>Suggestions for questions to work with in the breakout rooms:</p> <ul style="list-style-type: none"> <li>• What issues and questions does the presentation rise/cause us to discuss - nationally and internationally?</li> <li>• How can we apply/ implement/ develop/ work with The EQL-model in our work with the young people at risk in our local settings?</li> <li>• How can we start to develop further the use of The EQL-model so that it can make sense in our national contexts in working with young people at risk?</li> <li>• Other relevant questions?</li> </ul>	<p>National Groups</p> <p>The groups make written minutes in English of their discussions and comments</p> <p>The minutes are placed on Teams</p>
14.40-14.50	Break	
14.50-15.50.	<p>Presentation from each national group - insight into the discussions and questions the group may have.</p> <p>Inspiration from all national settings for concrete initiatives</p>	<p>The group selects one person to present the group's discussions</p>
15.50-16.00	Closing remarks and a look toward the next tasks of our project	<p>Thor Egil and Mette</p> <p>Thomas</p>

**The course material:**

# EQL

Super short version and an exercise

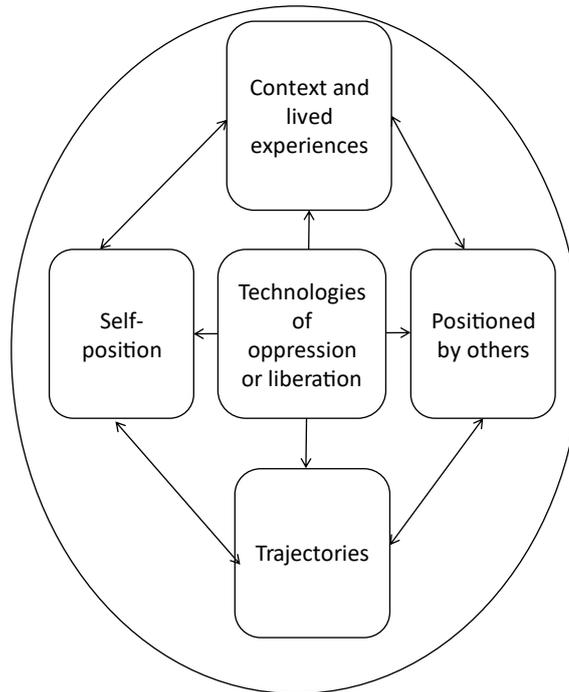
## Why an equalities literacy?

- Originally literacy was understood solely as the use of written text. However, today literacy is often used in the sense of understanding one's surroundings and ability to read the world, often with a drive for social change (Hull [2003](#); Street [2003](#)). In a sociolinguistic study Bernstein ([2003](#)) found that middle class children in London who had the same idioms of speech as their teachers did well at school, while the children from the working classes, characterized by poorer language, did not do well. This differential in language use became a mechanism of exclusion and marginalisation (Halvorsen [2017](#)).
- When language is considered to include not only words and speech, but also cultural competences, attitudes and behavior (Farrington et al. [2012](#)), it is evident that schools may invisibly reproduce the inequalities inherent in society (Bourdieu [2003](#); Fine and Weis, 2003).
- When we translate literacy into a social justice context it means the ability to 'read' and 'write' equality and equity. Equality refers to the relative levels of access that people have, for example, to resources, information and opportunities. Unfortunately, this is not the case and there is great inequality within and between world nations (Wilkinson and Pickett [2010](#)). Equity refers to the deliberate practices that are required to provide equal access to resources, information and opportunities to everyone in society

## For what?

- The Equalities Literacy framework underpins a socio-cultural understanding of young people and the ESL phenomenon. Further, we propose it can support; practitioner reflective practice, practice with young people, youth development and research
- Attention in research and practice away from an individual deficit oriented view on why young people struggle in school
- Focus on the complex and nuanced inter and intra sociocultural processes when young people are at risk of marginalisation

If we want to work with the EQL-model as a framework and common ground, we need to reflect also on our own lives and experiences, privileges, advantage, social capital and also disadvantage, marginalisation, isolation and deprivation. Where do we as educators come from, what have influenced our lives and which socio-cultural background are we shaped by?



How do we think others have seen us in different stages in life and how have we been positioned? How have we seen ourselves and what have we experienced of help or marginalization (both from people and systems)? What have shaped our trajectories and societal status and how does this affect the way we look at other people, especially people who struggle in life?

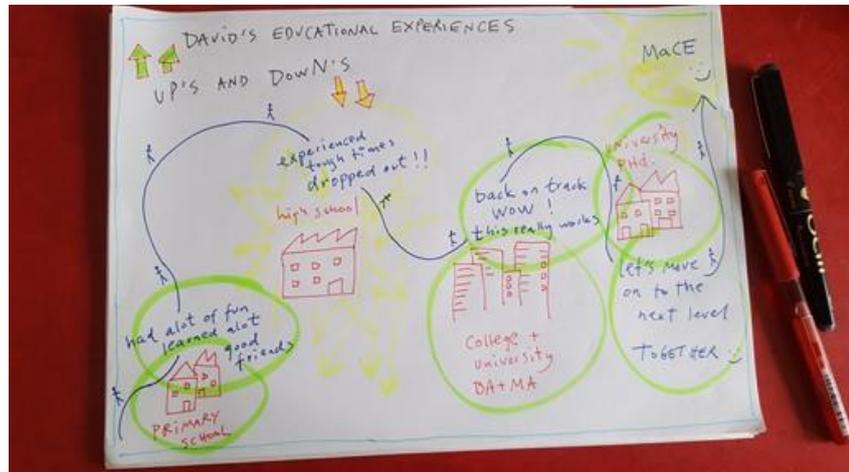
## EQL framework is insisting on complexity

- Inequity has two facets. One facet is comprised of disadvantage, oppression, marginalisation, isolation and deprivation. But this facet only exists in relation to the other facet comprising privilege, advantage, liberation, and social capital. It is therefore necessary to simultaneously discuss both disadvantage and privilege and all the positions in between (Hays, Dean, and Chang [2007](#); Fine and Weis, 2003).
- Any unequal system needs both winners and losers and privilege and deprivation exist only as relative to one another and therefore the whole socio-cultural landscape must be considered. The Equalities Literacy framework does just this, proposing that equality is a complex interaction of elements; cultural, social, inter and intra personal, with an imperative to render them visible.

**Exercise:**

To get closer to our own educational trajectories, lived experiences, privileges, social capital and also disadvantage, marginalisation, isolation and deprivation we now do a drawing exercise. We draw our educational trajectories and experiences with all the ups and downs and co-related stuff according to the EQL.

When we have done the drawings, we talk them through in pairs. And then we turn to the questions posed by Kaz in her presentation from the seminar in May. We discuss and answer the questions in pairs at first - and then as a group discussion if the time allows it.



## Contextual facts questions

- Where did you live, what sort of house?
- How stable was/is your household?
- Who do/did you live with?
- Where was that, what sort of community?
- What were your financial situation?
- Who did you hang out with?
- Who was around to support you to learn?
- What sort of school did you go to?
- What rules were there in the school?
- What was your experience of those places?
- How happy were you?
- How was your wellbeing?

## Positioning by others questions

- Who treated you as an equal?
- Who looked down on you?
- Who put you on a pedestal?
- Who made you feel uncomfortable?
- What do you think or fear other people said about you?
- What labels were you given?
- What stereotypes were applied to you?

## Technologies questions

- How did people put you down?
- How did people make you feel powerful?
- When / why were you ignored or silenced?
- How did other people make you do what they wanted you to do?
- How did people make you feel bad?
- What did other teachers and parents say to you?
- What did people do to make you feel good?
- How were you given recognition and esteem?

## Self-position questions

- How did you respond?
- How did you feel about yourself?
- What did you think about yourself?
- What were your self-beliefs?
- What were the critical messages about yourself?
- How did you behave?
- Did you rebel? Act the victim? Comply with what they say?

## Trajectory questions

- What impact did all this have?
- Where did you think you were heading educationally?
- Was that where you wanted to go?
- What could you change to make it different?
- What did you need to do to keep it on track?
- To what extent is your outcome the same as that of other people in your family or community?

**COSI.edu Seminar, September 20<sup>th</sup>-24<sup>th</sup>, 2021**

**VIA University College, Campus Skive – Teacher Education, Dalgas Allé 20, 7800 Skive**

**\* The payment for coffee/tea etc. during the week and two dinners at campus has to be settled in one payment: dk. Kr. 559,- in the canteen.  
The lunch you will have to pay with VISA-card in the canteen from day to day.**

	07.00 – 09.00	09.00 – 12.00	12.00 – 13.00	13.00 – 15.00	15.00 – 17.00	18.00 – 20.00	20.00 – 22.00
Monday 20 <sup>th</sup> Sept		Motel check in: <a href="http://motelskive.dk/">http://motelskive.dk/</a>  Address: Skyttevej 13C, 7800 Skive  <b>OBS:</b> We have made a special agreement, so you can use the swimming facilities & fitness next to the motel with a good discount: Swim dk 35,- (4,7 Euro) Swim & fitness dk 41,- (5,5 Euro) You will just have to show your key-card from the motel, and then pay with VISA. <a href="https://kcskive.dk/badeland/">https://kcskive.dk/badeland/</a>	Lunch at Campus (Canteen)  (Only VISA-Card Payment, no cash 😊)	13.00-13.45 Guided Tour at Campus <b>Students</b>  14.00-14.45 (Room 103) Welcome to Skive and VIA <b>Lise Markussen (Head of Teacher Education, Skive)</b>	15.00-15.15 (Room 103) Week Program - overview <b>Sidse, Thomas</b>  15.30-17.00 (Room 103) Management Meeting (pin-pointing, prioritizing, framing) <b>Mette, Thor-Egil</b>	Dinner at Campus* (Staff room)    	Relax and settle at motel  <b>Swimming facilities &amp; fitness are open from 06.00-21.00 every day</b>
Tuesday 21 <sup>th</sup> Sept	Breakfast at Motel	09.00-09.30 (Room 103)	Lunch	13.00-14.00	14.30-17.30 (Room 103)	17.30: Dinner at Campus* (Staff room)	19.00- Bowling, next to

		<p>Corner Stones - overview: EQL, Co-Creation, Indirect Approach. <b>Mette</b></p> <p>09.30-10.00 (Room 103)</p> <p>10.20-11.20 (Playspot-room) EQL. Create a drawing/timeline: educational trajectory. <b>Sidse, Thomas</b></p> <p>11.30-12.00 (Festsal) Participate in Student initiated jointed Meeting at the Teacher Education</p>	<p>Lunch at Campus (Only VISA- Card)</p>	<p>Explorative Phase (Group rooms)</p> <p>National Groups: Planning upscaling to Regional Context</p>	<p>14.00-15.30 Identifying Key-Policies/ Curriculum flexibility <b>Poland &amp; Portugal</b></p> <p>15.30-17.30 Coordination between the WPs <b>Norway and CCG-meeting, Vibeke</b></p>		<p>the motel</p> 
<p>Wednesday 22<sup>th</sup> Sept</p>	<p>Breakfast at Motel</p>	<p>09.00-10.00 EQL Sharing explorative work from Tuesday and common discussion on how to upscale EQL and Mace-model. <b>Sidse, Thomas</b></p> <p>10.30-12.00 Indirect Approach and Co- Creation Short Repetition <b>Inger Kjersti, Mette</b> Practice with Danish Students</p>	<p>Lunch at Campus  (Only VISA- Card)</p>	<p>13.00- 14.30 Explorative Phase</p> <p>National Groups: Planning upscaling to Regional Context</p>	<p>15.00-17.00 Visit at Salling Efterskole, a special Danish kind of school. Address: Nørreallé 1, Jebjerg, 7870 Roslev</p> 	<p>Dinner at Lyby Strand Address: Lyby Strandvej 35, 7870 Roslev</p>  <p>Look at the menu and prices here (google translate!): <a href="https://lybystrand.dk/menu">https://lybystrand.dk/menu</a></p>	<p>Relax, free time</p>



						We have to order Monday	
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Thursday 23 <sup>th</sup> Sept	Breakfast at Motel	<p>09.15-10.00 Transport to FGU Nordvest Address: Elsøvej 101, 7900 Nykøbing Mors</p> <p>10.00-12.00 Visiting FGU, the Danish Partner. Introduction to FGU Nordvest. <b>Ann, Pernille</b></p> 	Lunch at FGU	12.30-13.15 Guided tour at FGU, interaction with FGU- teachers	<p>13.15-14.00 Transport back to Campus/Skive</p> <p>14.00-16.00 National Groups: Planning upscaling to Regional Context</p>	<p>17.00-21.00</p> <p>Visiting a private Danish Home,</p> <p>Party-dinner</p> <p>Address: Fjordvænget 14, 7860 Spøttrup</p>	Relax / free time
Friday 24 <sup>st</sup> Sept	Breakfast at Motel	<p>09.00-10.00 Action planning - next steps <b>Mette + WP-leaders</b></p>	Lunch at Campus (Only VISA- Card)	13.00 Goodbye			