



Comparative overview of the national and regional differences in the preliminary phase of the project

Output 2.2



About the project

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

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

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

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

² [Bunting.et.al \(2021\)](#)

Project information

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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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Abstract (for dissemination)	WP2 O 2.2 focused on refining the COSI.ed model to fit diverse national and regional contexts, guided by initial MaCE-model training and collaborative feedback. Partners compared national and regional differences, leading to a preliminary framework for implementing MaCE-model principles. These insights laid a solid foundation for subsequent project phases, ensuring effective curriculum development and implementation strategies.

WP2 – O 2. 2 - Overview of comparison of the national and regional differences

The second phase of Work Package 2 (WP2) focused on the initial work with refining and developing the COSI.ed model to suit diverse national and regional contexts. Initial training and feedback from partners guided the adaptation of the preliminary models and training to meet specific local needs and challenges. This collaborative effort allowed partners to share experiences, local deviances, discuss best practices, and enhance their approaches to curriculum development and implementation.

During the seminar in Skive, Denmark (September 2021), the five partners engaged in a comparative analysis of national and regional differences. They developed initial drafts and ideas for implementing MaCE-model principles regionally within the COSI.ed project framework. This collaborative process resulted in a preliminary overview presented below, depicting initial local considerations and shared definitions and key terms unanimously agreed upon after the initial MaCE-model training in spring 2021.

Output O2.2, titled "Overview of Comparison of National and Regional Differences," serves as an initial comparative work aiming to understand how the COSI.ed model can effectively operate across various countries, cultures, and regions.

The CCGs representatives actively discussed regional disparities during international CCG meetings, emphasizing the transition from regional to European levels of implementation.

The outcomes from this phase were pivotal, ensuring the COSI.ed model's adaptability and scalability. Insights gained were extensively shared among partners for future reference and dissemination, laying a robust foundation for the continued work in subsequent work packages.

COSI.ed – first ideas to implement the regional model

13-05-2021

	Portugal	Norway	Denmark	Spain	Poland
Training with how many and when?	We will work with two or three master students per year (four to six in total). We will aim to train them in tutorial sessions and short workshops. The students' internships begin in September and usually last for one semester.	We will involve one or two classes. We will probably train between four to six teachers/adults. After the training the aim is for them to use the COSI methodology in the classroom, but at the very least for obligatory talks with the pupils.	A class of teacher-students (20-25 students) will participate in a module to be role-models. This will take place in January of 2022. After the training period (COSI methodology) the role models will spend two weeks in the field of practice. The students will be spread out in FGU-institutions and other relevant Target Group Institutions. Next year another	The process of implementing the COSI methodology will be carried out as follows: 1) Training of the staff of each of the entities (Jovent, Naüm), 2) Transforming the contents of the training courses into co-creation sessions (with active teaching methodologies), 3) execution and analysis of the interviews with the young people and role models, and 4) evaluating the project.	Implementation of the COSI methodology (as well as preparation for the institutional implementation of the model) through intensive training. Followed by monthly meetings to help facilitate the educator-learner collaboration and to document the work with young people.

			class of students will participate.		
Context	Portugal will upscale the COSI. ed model in a Second Chance School (ESOM), an institution for handling early leaving from education and training adopted by the Ministry of Education. Young people that attend ESOM usually stay for one or two years to complete upper primary (6th year) or lower secondary (9th year) and then move on to complete their compulsory schooling (in Portugal until 12th year) in other educational institutions.	The focus will be on upper secondary school (year 2 and 3) when drop out rates for vocational pupils are at their highest level	The COSI methodology will be applied in FGU, a preparatory basic education program for young people aged 15-25 as well as a curriculum-module in the third year of the teacher education (VIA University College) (this includes a two-week period of practice/internship in target group institutions)	The focus is on two 'third sector' entities aimed at young people with a low level of education: Sociedad Cooperativa Jovent and Naüm Proyecto Socioeducativo. The process of implementing the COSI methodology in these entities will be carried out with the support of the University of the Balearic Islands, which will participate in the training of the staff of each of the entities as well as in the execution and analysis of the interviews with the young people and role models.	The focus is on public primary schools (penultimate and final year) and residents of a special educational centre (in Polish: Specjalny Ośrodek Wychowawczy, SOW) for young people at risk of social exclusion.
Target group	Young people attending the Second Chance School at Matosinhos (ESOM): 15-25 years old, with a low	First year students in vocational upper secondary school, situated in a rural	Young people aged 15-25 years old. The target group is young people that need	Young people aged 16 to 24 with a low level of education. Most of them have had erratic	Students in grades 7 and 8 of public primary schools (penultimate and final year) as well as

	level of education and at risk of ELET	area with low socio-economic background. After the first years they can specialise in for instance welding, and the third and fourth year the goal for them is to find an apprenticeship	clarification in terms of education and job opportunities. The reasons are manifold: dyslexia, various forms of cognitive challenges, personal and social issues etc. This group of students need professional assistance in developing professional and/or social skills to attend further ordinary education or employment.	experiences in school settings which has led to a low confidence in school institutions, a low motivation towards training and a loss of confidence in their personal possibilities and potential.	residents of SOW (see: Context) for young people at risk of social exclusion.
Role model	The educational staff at ESOM and the students attending the 2 nd and final year of the master's degree in education sciences.	Special need consultants from the county working with the pupils at the school one or two days a week as well as vocational teachers working with the pupils in the	The role models are primarily third year teacher students (VIA Skive), but also teachers from FGU who deal with young people at risk of social and educational exclusion daily	Trainers and counsellors at both third sector entities (Jovent, Naüm) who work with the young people, offering not only training for employment, but also guidance and support in their training, employment, and personal pathways.	Staff from the special educational centre (SOW) including educators, a pedagogue, a psychologist, sociotherapists who work with youth at risk of social and educational exclusion daily.

		vocational subjects (often in the form of professions-based workshops)		
Co-creation	<p>Co-creation is about inviting students to collaborate with the team, voicing their needs, perspectives, and suggestions. It encompasses a broader perspective where students actively participate in co-creating the actual teaching and vocational training. This involvement allows students to influence how education is organized to best meet their needs and challenges. The philosophy of co-creation builds on an egalitarian perspective of learning, acknowledging the competence of both the expert and the learner. It emphasizes social and cultural learning, focusing on knowledge and context. Co-creation aims to establish equality-based relationships between young people and staff, transcending hierarchical structures. This approach ensures active youth participation in decision-making to enhance their educational trajectories, integrating their voices into the overall functioning of the school.</p>			
Indirect approach	<p>The indirect approach in our project is based on establishing contact and building relationships through balanced communication. This method moves away from traditional interviews aimed at specific cognitive or research goals, favoring conversations that uncover the meanings given to situations by all participants. Using a narrative approach, everyone involved become "storytellers". The indirect approach aims to transform hierarchical relationships between staff and young people into relationships based on equality. Teachers use this method to build strong, trusting connections with students, enhancing their confidence and potentially improving their educational outcomes. The approach is inclusive, appreciative, and empathetic, emphasizing and acknowledging students' needs.</p> <p>This approach serves as a way of communication that unlocks students' potential by discovering and amplifying their voices. This can be achieved through various interactions such as conversations, drawing, pictures, and films. The goal is to understand and empower the students by highlighting their stories and perspectives, enabling professionals to act in ways that support and advance the students' development.</p>			

	<p>We will train partners and role models in the indirect approach to facilitate open conversations in various contexts, such as pedagogical and research situations, and in establishing positive relationships. This method focuses on building strong, sensitive communication and fostering subject-subject relationships. By training the role models in the indirect approach before their practice, we aim to help them connect more genuinely and equally with young people, enhancing their understanding and teaching effectiveness. This approach also emphasizes being conscious of one's own role as a professional (teacher, counsellor or researcher), particularly in the initial stages, to better guide and support the young people</p>
<p>Equality literacy (EQL)</p>	<p>EQL serves as a tool for both educators and students, promoting an awareness of the diverse factors that influence educational equality, such as personal life experiences, social positioning, and broader sociocultural contexts. By incorporating individual, social, cultural, and life-cycle perspectives, EQL helps build relationships based on equity and supports ongoing personal and professional development.</p> <p>EQL goes beyond basic literacy to include the ability to 'read the world' and understand the mechanisms of marginalization and exclusion. This framework highlights how language differences can perpetuate inequalities. By fostering awareness of these issues, EQL enables individuals to identify and address factors that hinder or help the realization of equal educational opportunities. We will train partners and role models in Equality Literacy (EQL) to enhance their understanding of social justice and equality. Our training aims to empower professionals and young people alike, shifting focus from individual blame to a systemic understanding of barriers.</p>