



Preliminary regional COSI-ed model and the development of training material and curriculum

Output 2.4.

About the project

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

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

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

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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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WP 2 Output O2.4 - Preliminary regional COSI.ed model

The objective of Work Package 2 (WP2) was to initiate comprehensive training for all partners in the MaCE model, establish a preliminary COSI.ed model, and develop localized curricula and course materials tailored to regional needs. WP2 laid the groundwork from which subsequent project phases could evolve.

During the seminar in Denmark, substantial work was conducted introducing and working with the MaCE-model and its theoretical foundations, setting the stage for the development of national curricula and training materials and regional cosi.ed models. In response to challenges posed by the Covid-19 pandemic, plans were revised, and collaborative efforts intensified. Instead of bringing posters, mixed groups engaged in co-creation exercises, exploring different interpretations and ideas for curriculum development, training materials and model refinement and development. These activities facilitated valuable discussions on different national and regional nuances, target groups, policies, curricula etc, establishing a robust foundation for subsequent work on regional model development, training programs, and materials (continued in WP3).

Additionally, practical exercises were conducted during the national seminar in Denmark, including working with and trying out the indirect approach with student teachers from Teacher Education Skive. Illustrating the collaborative and pragmatic nature of the workshops, photographs from the co-creating drawing sessions and practical exercises are appended to this report.

Detailed programmes from the three online sessions along with the PowerPoints used here are available in output 2.1. These resources provide comprehensive insights into the project's activities and contributions during WP2 and the work with the Preliminary regional COSI.ed model, which was continued in the following work packages.













