



The universities interview the role models

Output 3.5

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 \(2021\)](#)

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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
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<p>Abstract (for dissemination)</p>	<p>The output 3.5 is based in the follow up that the universities have done of the implementation of the project in the non-university partners. They have studied how the project has progressed, universities have observed and interviewed the role models when they have tried the model out. This has helped in adjusting the regional model and the WP4.</p>

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Role Model Definition

*A **role model** is a person who accompanies and supports young individuals in the creation of their own path, providing a safe environment and promoting their potential from a clean, non-judgmental point of view. This individual plays a crucial role in the lives of young people, acting as a constant source of guidance and support. By offering a space of trust and acceptance, the role model helps young individuals explore their interests and abilities, fostering their personal and professional growth. It is essential that this support is given empathetically and understandingly, allowing young people to feel valued and understood.*

The role model not only inspires through their behavior and values but also becomes a reliable point of reference that young people can turn to for advice and motivation. This professional is committed to the well-being and holistic development of young individuals, encouraging them to face challenges, make informed decisions, and pursue their goals with confidence. By maintaining an open and non-critical attitude, the role model creates a space where young people can express their thoughts and emotions without fear of judgment, which is essential for their emotional and psychological development.

Role Models Report- Norway



Introduction

CONTEXT:

1.1. NATIONAL AND REGIONAL EDUCATIONS SYSTEM

The Norwegian school system is free of charge and grade repetition is not practised. The compulsory education in Norway is 10 years, the teacher-to-child ratio (due to increased funding and teacher density) has fallen in recent years, especially in the lower year groups.

Upper secondary education is not mandatory, but young people who have completed primary and lower secondary education, have the right to complete upper secondary education and training within a flexible period as implemented by the recent White paper 21 (2020-2021) (Fullføringsreformen). Most young people do enter Upper secondary school, only a small minority either do not apply or have a gap year. 98 per cent of pupils who finished lower secondary school in 2021 went on to upper secondary school study that same autumn (Statistics Norway, 2023).

The students compete about which school and program they will start on, based on their grades from lower secondary school. The total number of available study programs in upper secondary school is fifteen: 5 general programs leading to higher education and ten vocational programs. Vocational education and training usually consist generally of two years in school and one to two years in-service training. In some programs, students can also instead of the apprenticeship system complete a general academic course, extending their schooling to a third year and enabling them to access higher education upon completion.

There is a common national curriculum for secondary education, within this framework the municipal and county authorities, schools and teachers can influence the implementation of education and training. The counties are responsible for upper secondary education whereas the national Government is responsible for other higher education.

1.2. ORGANIZATIONS WHERE COSI.ED HAS BEEN IMPLEMENTED, DESCRIPTION

The school is seated in one of the most attractive coastal regions in Norway. The geographic characteristic involves some complexity for some students who may live on surrounding islands and have to travel far and take ferries to come to the school. In addition, the position makes the local economy to rely mostly on seasonal work (summer) making the job process more challenging.

There are 360 students at Kragerø upper secondary school. The school offers both vocational education programme and Programme for General Studies, and all together 7 different strands. Norway has the 2+2 model in vocational education, which means two years at school (government) and two years in apprenticeship (private sector), and then they will have a trade certificate.

Kragerø Upper secondary school has a lower application rate than others due to being in a rural area and having low intake score students. If you live locally, you will most likely apply to go here, so that will decide which programme you choose. If the pupils choose another school, they probably will need to rent a flat- which is considered early at the age of 15/16 in Norway.

Therefore, the main school -upper secondary has some challenges than others as to include the students and motivate them for learning. The technical vocational program experiences high levels of applications from the whole region, even from places closer to the capital.

The project has focused on vocational educational programme since the students nationally and regionally struggle more with completion. The role models teach at "technology and industry" (TEK) in the vocational subjects and all have background from private sector with expertise in the vocational strand. Other teachers have more traditional teacher education and teach in the subjects Norwegian, English, Sports, Science and Mathematics.

In the county of Vestfold and Telemark two counselors at The County's Educational and Psychological Counselling Service (PPT) has followed the project both in the project group and at school, to ensure the organisation on county level bring the results to all the other schools.

ITEMS TO BE DEVELOPED ACCORDING TO THE ROLE MODELS' QUESTIONARY.

1. MAIN CHALLENGES FACED BY THE YOUNG PEOPLE WITHIN THE INSTITUTION

- **Low intake score**
- **Low motivation for academic subjects**

The young people have on average low intake scores, which means they have not excelled through the 10 years of previous schooling. Part of the curriculum in the vocational strands is academic (see above) which means the students often struggle with these subjects perhaps with the exception of Sports. The students lack too much of the basic knowledge to follow the teaching. The practical training and the subjects connected especially to the vocational programme, they find more interesting and motivate the students to complete their schooling.

The Role models say that it is more difficult for the students to build relationships with the teachers of the more academic subjects, since they also usually only have them for only two - three lessons a week, while the training/subjects relating to the training in the workshop is three whole days.

The role models also experience that the teachers in the more academic subjects, vary in using relevant examples and situations relating to the workshop. The role models believe that it would improve the student's learning and motivation if the teaching of the theoretical subjects to a greater extent also started from practical workshop reality as a context, as the role models have gained good experience in doing so.

- **Refugees that have trouble with the language**

The refugees that have not been long in Norway struggle to keep up with the training and the teaching. They have to learn two languages – English and Norwegian as well as a trade. They are sometimes older than their fellow students and some of them are in Norway on their own without family members and some live in an

institution. They do not always know whether they will be able to stay in the country, which is an additional stress factor. The Role models say that if they manage to just keep them at school, they see that they have a greater chance to complete, even if they might have to have a longer time as an apprenticeship. They bring forward the example of one youth attending during the COSI.ed-period, who from the beginning did not manage academically very well, and was not very motivated for the training of a trade. Today the student has an apprenticeship where he is very independent, does a good job and will manage to complete it. This they could not have anticipated. Knowing that just being at school could have an impact, the leader of the school allowed him to stay even though at the time he did not “produce” evidence of learning- but was present.

- **Diversity in classes- meaning students that have very different needs.**

The teachers have to be able to meet the needs of the students and since the diversity was a challenge- they have mixed the first and second year of students. Through this, second year students get the opportunity to act as teaching assistants where they themselves develop a more in-depth understanding by applying their newly acquired knowledge to fellow students who have not yet gained knowledge and experience of certain work tasks in the workshop. The first-year students, on the other hand, get many more "educated" people to be able to get help from, in addition to the fact that fellow students have better understanding through their own experiences of their level of knowledge, like what may be difficult to- They have also worked with portfolios, where they have the aims and the assignment, but can reach them at different times and ways, depending on where they are at. This means also that the first-year students with a lot of knowledge and that are highly motivated can go beyond the others in the class, while the second year students that lack skill or knowledge can do the opposite. The students report that they have a say in what they do and how they do it- and find that highly motivating and that they learn more. On top of that the teachers are all together in the workshop, which means that the students have more than the one regular teacher they can ask for help and discuss various ways of solving different work tasks. The teachers have their office next to the workshop, which they say is very helpful for them being close to the students, and for the students to be able to ask them questions- and knowing all four of them- which helps the teachers to include all the students no matter what level they are at.

The role models underline that even though COSI is meant for including the vulnerable young people- all the students benefit with such an approach.

- **Unemployment in the area (Kragerø)**

Many of the students have apprenticeships in the nearby municipalities- which means they can either travel for about 40-60 minutes or move to the small city. The time for travelling might not seem long for people living in big cities, but in the outskirts travelling to work usually are considered too far if it is more than 20 minutes. This means that the danger is that the skilled worker that complete might move out of the area, leaving Kragerø municipality.

2. ANSWER OF YOUR ORGANIZATION TO THE YOUNG PEOPLES' NEEDS

Table-summary of the needs of young people according to the testimony of the Role Models.

Challenges	Organisational response
Low intake score	The schoolwork at developing Inclusive practices. They are trying to be show flexibility to be able to meet the needs of the students to help them complete.

	<p>They use Indirect Approach in building relationships with the students, to find out how to help them and acknowledge their needs. They also work at understanding their context so that they can find the key to their learning.</p>
<p>Low motivation for academic subjects</p>	<p>They try to organize the school so that they can integrate theory in a practical way-in the workshop- that is for the vocational programs. They also have developed more ways of student's participation, let them have a say in how they work and what to do, to increase their motivation but also their investment in their own learning. They work at going from extrinsic motivation to intrinsic motivation, helping the students to become more independent in their learning and working.</p>
<p>Refugees that have trouble with the language</p>	<p>They adjust the schoolwork, as well as how they organize the day and the teaching, and the structure and culture – to make sure that these students are included. That is so also those that know very little Norwegian and English. The teachers collaborate about who follow which student up and are good at informing each other in case something happens when the contact person is not there. Even though some of the refugees are adults, the school still have a close collaboration between the parents and students.</p> <p>They also give room for those students that cannot participate, are more passive, believing that being at school and part of the environment makes a different- they just need some more time. So, they try to work in a way that can be said to be socio-cultural learning in practice, especially in the workshop where they teach and learn from teachers and other students by showing and partly helping when they cannot use words.</p>
<p>Diversity in classes, meaning students that have very different needs</p>	<p>There is a diversity of the student's competency level. Mathematics is the subject that is the most difficult one many of the students. They try to allocate more resources for this, in Mathematics having a SMART-math class for those on the lowest level, using practical examples to reach the students and help them to master the subject.</p> <p>Students with mental challenges is met with being closely followed up, and with understanding and sincerity.</p> <p>Sexual diversity, when students might struggle or being in a process the teachers are sensitive of and meet them where they are at.</p> <p>Absence from the school or teaching they work in meeting them outside school to find a way for them to be join the school. An example was one student that didn't manage to come to the school area because of anxiety, was met as close to the school as he managed, and then slowly came closer till he joined the class. This student is now taking academic courses so that he/she can go to university.</p>
<p>Unemployment in the area (Kragerø)</p>	<p>All the students from this school end up with an apprenticeship placement. This because the school has a good reputation – this despite the marks they enter with, they know they have the right competence for taking such a placement. The teachers have developed close relationship with the private industry in the area.</p> <p>Instead of teaching the students a little about a lot, the teachers have chosen to teach in depth the basic skills. This means that the students have learned what is the most important skills that is needed no matter where you are placed. All the students usually have a good start when they start their apprenticeship</p>

placement.

The role model praises the school for having a good understanding of the challenges the youth have or face, and that they are willing to go the extra mile. This to ensure that students are given new opportunities and more tailored teaching where they see the potential for this to contribute to inclusion, with completed education as a realistic result. This means that the role models let students stay in class even though they might not reach the goals, as described above.

Furthermore, the role models collaborate with the leaders of the school's in terms of organising and structuring everyday school life and the training course. This has resulted in the opportunity to have 3 whole days in the workshop to work as described above. This can be difficult since there are several teachers in other subjects that need to be in several classes which also influences the schedule. They say they together with the leadership have found a good way around this. They still struggle in the second cycle to put a good plan together with the more academic subjects. They try to not have these at the end of the day, and not too many lessons after each other. But sometimes they do not manage. The role models say that when this happens, it is tough for the students, but that the workshop helps them get through the year. They also say that most of the academic teachers try their best to teach in a way that will support the students, but there is still more that can be done.

The role models also say they ask for having the same academic teachers year after year, so when the teachers have developed a good way of reaching their students, then they can continue developing this the years after. However, this is a goal but unfortunately, they do not always manage. This is due to the school being on the small scale and therefore do not have lots of teachers to choose from. This means that the academic teachers do not have a continuation in their teaching. They have to start over.

Having the office near the students and the workshop has helped in working with all students in a good way. However, on the other hand they say they do lose touch with the other teachers, something our role models try to change, but insists that it is far more important to be close to the students and will therefore not change this but try to find other ways to keep in touch with their colleagues.

3. ROLE MODEL'S OPINION ABOUT COSI.ed PROJECT

The role models are positive to the project. They say that it acknowledges what they already do, the way they teach and how they have developed a well functioned learning environment at the workshop. They also say that they have got names/concepts for what they already have done as well as what they have developed. That means that now it is not only intuition they act upon as more before, now they can discuss with each other using new concepts. However, they find it difficult to name how their practice has changed because of this.

When doing the interview, the interviewer mentioned students' experiences. This because the students told us that they experienced that the teachers had become more democratic and inclusive in their teaching, letting the students to even more be part of the learning process. The students also underlined that the teachers had become even better at building relationships in the class. This was still difficult for the role models to explain, but they acknowledged at the same time the student's experiences. Why this was so difficult we do not know, but perhaps this also have something with the traditions in the vocational work practice, focusing more on master-apprenticeship learning than the just cognitive learning.

Going on, the role models especially mentioned the indirect approach methodology. One of the role models pointed out that because of the project, they had become more conscious of what they did, it had given them a security when working with the students. Another one said that the drawing exercise surprised him- in the

sense that the students (mainly boys) really got a lot out of it, which he did not expect at all. He said he thought this did something with the class and their motivation. The drawing exercises created an increased awareness among both students and teachers about what kind of school stories the individual student brings into everyday school life. The drawing exercise also created a different basis for talking together about good as well as bad school experiences (Context) and how these have affected education, the experience of belonging to school and future possibilities (Socio-cultural learning and EQL). Through the exercise, the teachers also had the opportunity, together with the students, to approach difficult questions in a more indirect way (IA), an approach where the students themselves were allowed to manage the process and what they wanted to share with fellow students and teachers.

Another role model said it has taken time to understand for EQL, and that now he understands more about how to use this in his teaching in a different way than what he could do when he worked in the project (second interview).

4. MAIN PROFESSIONAL PROFITS ACHIEVED BY THE IMPLEMENTATION OF THE METHODOLOGY

The role models are more conscious about how they work and have developed their own practice even more. The leadership of the school has seen the importance of working like this and have a goal of introducing this to the whole school- starting in autumn 2024. They will start with two new strands; `Health and Youth Development`, and `Building and Construction Subjects`. These educational program leads to professions where attitudes, knowledge about health promotion work, lifestyle diseases, working environment and cultural differences are important, and where holistic thinking and interdisciplinary collaboration are required.

Since the counsellors and their leaders (Educational and Psychological Counselling Service (PPT)) have been involved in the project throughout the project, working closely with both the four Role Models at Kragerø Upper Secondary School and the university, we see that the methodology will be spread beyond the school and make an impact. In the dissemination process both the role models, the counsellors and the university will play an important part.

The closer cooperation between the university and the school/county has had impact on including the region in more processes and research. Also, the university invites the role models into their seminars and ask them to participate, and the school (county invite the university to participate in their activities and further development.

5. HOW WE COULD IMPROVE THE PROJECT WITHIN THE ORGANIZATION

Translate the EQL and the other parts of the model into more non-academic language. There should also be more examples and a bit clearer about co-creation and context. The role models understand this better after nearly two years but points out that it should be more accessible. When introducing it to new people it will be important to manage for them to understand the concept more quickly.

6. ONE ELEMENT YOU CAN HIGHLIGHT FROM COSI.ED PROJECT

The indirect approach has been throughout the project the most important aspect. This is an important part of getting to know the students, using all the opportunities that they have during the day- informal as well as formal. Being conscious about conversing and being interested in the students, and knowing when to

follow up the students input to open up difficult subjects that influence the student's learning. The role models were very clear that when using the IA, one need to have an ethical strong base and know that you are "only" a teacher and when to get others in if you see the young person struggle as lot. Which they also have done.

They also see that the other elements are integrated in how they work, but that IA was the entrance point for them. Perhaps because it was familiar and some of the other concepts were fuzzier and difficult to understand in the beginning.

The teachers being part of the CCG group also felt that was very good, hearing what the young people brought in and also co-creating with policymaker on a national level.

Role Models Report- Denmark



Introduction

CONTEXT:

1.3. NATIONAL AND REGIONAL EDUCATIONS SYSTEM

The Principles for Education in Denmark are a set of guiding principles that apply to all education programmes in Denmark and were established by the Danish Ministry of Foreign Affairs and the Ministry of Higher Education and Science. This includes ensuring equal opportunities for all learners, promoting active participation and democracy in education, fostering a learner-centred approach, valuing diversity and inclusion, prioritising lifelong learning, promoting sustainability and global citizenship, and ensuring quality and relevance in education programmes. These principles reflect Denmark's commitment to providing high-quality education that is inclusive and learner-centered, and prepares individuals for active participation in society and the global community.

Denmark's Folkeskole Act (D02) aims to ensure quality education, promote inclusivity and equal opportunities, enhance student well-being, foster competency-based education, encourage parental involvement, and support professional development for teachers and school leaders. It serves as a comprehensive framework for Denmark's primary and lower secondary education systems.

The Inclusion Act is an extension or addition to the Folkeskole Act. It contains laws about primary and lower secondary education (and continuation schools, folk high schools, etc.). Four discourses define the Inclusion Act. First, there may be an economic perspective: it's cheaper to include children in regular classes (1). Next, all children have the right to at proper education (2) and equal access to education (3). It can also be argued that it creates societal cohesion (4). Regardless of the discourses, the Salamanca Declaration of 1994 made inclusion a right and the schools must adapt to the child – and not vice versa. Based on the Declaration, it has been necessary to implement inclusion in the Danish school system.

At the time of writing (November 2023), the Danish Government is preparing several draft laws with relevance to the school and education sector. This includes a draft on the abandonment of the educational readiness assessment, which will mean that students will not have to be assessed for educational readiness from the 2024/25 school year. It also includes a draft on more freedom of choice in schooling. The ambition is that electives (optional subjects) should support a more varied and practical way of teaching and raise the motivation among the oldest students, who will have more freedom to choose subjects according to their wishes and needs. Finally, a draft is being prepared in collaboration with labor market stakeholders to boost adult education and further education in its different forms within the context of the Danish education sector (this includes the FGU, see 1.2.).

1.4. ORGANIZATIONS WHERE DE COSI.ED HAS BEEN IMPLEMENTED, DESCRIPTION

FGU Nordvest has been our partner throughout the cosi.ed project. FGU as an organization is a result of The Act on Preparatory Basic Education (2017), which aims to provide a comprehensive and inclusive education and training program for young people aged 18-25 who are not eligible for traditional upper secondary education. FGU Nordvest is the regional partner in the Northwestern part of Jutland (there are 230 students distributed across three schools in three different municipalities). The Act on Preparatory Basic Education was a part of the Danish government's efforts to address challenges related to education and employment for young people who may face barriers to completing their formal education or entering the labour market. The main aims of this

Act include providing flexible and individualised educational pathways, promoting personal and social development, improving employability skills, and facilitating transitions to further education or employment. It also emphasises a holistic approach to education, integrating general education, vocational education, and social skills development to better prepare young people for the labour market and adult life. The Act underscores the importance of inclusivity, equality, and cooperation among various stakeholders, including educational institutions, employers, and local communities, to ensure that all young people have equal opportunities to succeed in their educational and career journeys.

7. MAIN CHALLENGES FACED BY THE YOUNG PEOPLE WITHIN YOUR INSTITUTION

A majority of the students at FGU face socio-emotional problems in their daily life. FGU provide the students with psychological guidance/intervention and offers them personal mentorship. Role models find it essential to form trusting relations. Indirect approach as a methodology supports this aim.

Many students have low expectations for education and they find it difficult envisioning themselves taking part in society both in terms of education, work and as a citizen. Through personal and academic guidance, the teachers provide a safe learning environment for the students. As a part of their learning trajectory, the students are engaged in internships and combination courses at companies and youth education centers.

The typical student attending FGU has either low grades or no completed exams. The teaching is therefore not solely based on learning academic skills but also practical/manual subjects are prioritized. The aim is to help the students reenter education and/or getting a job.

One of the main challenges in approaching the students is the fact that a lot of them have had bad school experiences prior to attending the FGU. They have to deal with low self-esteem issues and this complicates the learning experience. Problems with drug abuse can also be an issue.

Therefore, the aim of the FGU is to help the students to rebuild or gain confidence and motivation by having successful learning experiences and trusting relations with teachers.

8. ANSWER OF YOUR ORGANIZATION TO THE YOUNG PEOPLES' NEEDS

The Table below is a summation of the needs of young people according to the testimony of the Role Models.

NEEDS OF YOUNG PEOPLE DETECTED

ORGANIZATION'S RESPONSE

Socio-emotional problems.	Psychological intervention and personal mentorship.
Low expectations for education and future dreams.	Guidance as well as internships and combination courses at companies and youth education centers.
Low grades or no completed exams.	Teaching that qualify the students' skills in academic and practical/manual subjects
Bad school experience. Low self-esteem	Building confidence and motivation by having successful learning experiences and trusting relations with teachers.

9. ROLE MODEL'S OPINION ABOUT COSI.ed PROJECT

The role models find that the indirect approach has been intuitively (subconsciously) applied to the ongoing dialogue with the students at FGU. The pedagogical practice at FGU is based on 15 didactic principles (see note) that makes a lot of sense in relation to the COSI conceptual apparatus. The project has supplied the role models with a conceptual framework (e.g. indirect approach, the equality literacy model and co-creation) for understanding and developing their pedagogical practice. The conscious and explicit application of the principles inherent in the COSI methodology has become a part of the role models' ongoing professional development and a framework for more qualified pedagogical conversations with colleagues, also in relation to the FGU's didactic principles. These conversations help qualify the process of how to meet the needs of the students and secure a more inclusive approach to teaching and to the learning experiences of the students.

In our interviews, the role models exemplify how the implementation of an inclusive approach within the COSI.ed project is a part of the daily routine at the school as well as a more holistic pedagogical approach (the underlying principles and key values of the FGU):

"We sing together in the morning. When we pass each other in the hall, we say hello and that apply to both teachers and students. We have our meals together."

"An engaging learning environment is the best possible framework for learning. At FGU, we want to foster a welcoming community where students are met at 'eye level'. The students' academic, personal, and social competencies are central to the work as is the enhancement of the students' awareness of their own development so they can act autonomously and lead a meaningful life."

10. MAIN PROFESSIONAL PROFITS ACHIEVED BY THE IMPLEMENTATION OF THE METHODOLOGY

The implementation of the methodology has been helpful in developing and achieving a more inclusive approach to the learning experiences of the students. Furthermore, the teachers/role models have experienced a professional development by discussing and working with the concepts of the COSI model.

One of our role models responds:

"Our students have had a difficult start to life and education and therefore it is of vital significance that we manage to pick them up. Earlier we did not have the knowledge or a coherent set of principles (a methodology) to explain what is important when we work with our target group."

11. HOW WE COULD IMPROVE THE PROJECT WITHIN YOUR ORGANIZATION

The role models point to the relevance of working with the concepts of Context and Equality literacy. These are difficult issues to address within a complex educational system based on a certain legal framework. Indirect approach and co-creation are tools you can apply in the classroom, but context is difficult to change/improve/accept. Equality literacy can be difficult to obtain when our system is built on grades to gain access to a variety of educations. The concept of grades is inherently contradictory to the idea of equality. Therefore, the suggestion of the role models is to have even more focus on how to implement and operationalize the concepts in a pedagogical setting.

12. ONE ELEMENT YOU CAN HIGHLIGHT FROM COSI.ED PROJECT

Working professionally and pedagogically within a cross-cultural/international educational project has been a valuable and eye-opening experience. One of our respondents put it this way:

"I think a really interesting thing about the project is working alongside people from different educational systems and different pedagogical traditions on how to find common solutions to the central problem of young people's (lack of) well-being. Despite all our differences, we still manage

to identify common challenges and gather important knowledge that can be useful on a cross-cultural basis in the future.”

Note to 3.

There are 15 didactic principles for the Preparatory Basic Education (Forberedende Grunduddannelse = FGU). The overall work (teaching as well as other kind of activities) of the teachers at the school should be based on the following general characteristics:

1. Practice-based Formation and Learning:

The content of the teaching should consider the concrete environment, for example through authentic tasks (where there is no definite result or conclusion). Students are taught to apply what they learn in relevant contexts.

Through this approach, students achieve both subject-specific and general education, as well as academic learning.

2. Community of Practice:

Students participate in communities of practice that enhance their cultural and personal formation and competencies for engaging in work at a workplace.

In cases where it makes sense, peer learning, instruction, and imitation are employed.

3. Authenticity:

The instructor serves as an authentic role model for the student; authenticity is based on knowledge and experience within the employment field related to the thematic area being taught.

4. Holistic Teaching:

Instruction is organized in order to support what the students either already know or need to learn.

Throughout the learning process, the whole is broken down into smaller parts, and the connection is made visible to the students.

Establishing a clear connection between parts and wholes is intended to make the teaching meaningful and relevant for each individual student.

5. Visible Learning Objectives:

Students should be made aware of the reason for doing specific tasks and the teaching should take the nature of what needs to be learned and why into account

Learning objectives may be individualized so as to appeal to the individual students' skills and preferences for learning

6. Learning Strategies:

The teaching explicitly presents various learning strategies that students can acquire, including strategies for the pre-phase (activating existing knowledge and experiences), the in-progress phase (processing and systematizing), and the post-phase (application and consolidation) in both practical and theoretical learning situations.

7. Clear Structure

The instruction and learning processes are systematically organized to ensure progression for each student. The clear structure encompasses the framework for instruction, collaborative forms, and task resolution. Students are presented with tasks that require their active engagement.

8. Differentiation

The starting point of the learning situation is the student's prerequisites and goals, which include academic, social, and personal aspects. Students will be at different levels, learn at different tempos, and have various goals outlined in their individual education plans and progression plans. Based on this foundation, the instruction is organized and implemented differentially to accommodate the best possible progression for the individual student.

9. Innovation and Product Development

The instruction is designed to be practice- and problem-oriented, aiming for students to apply their personal, professional, and social competencies to create and develop products, thereby enhancing their innovative skills.

10. Inclusive Learning Environment

Teachers should focus on the individual needs and challenges of each student. Simultaneously, educators should have a context-oriented focus on creating various learning opportunities and arenas for different groups of students. This involves organizing instruction for the community based on each individual's prerequisites, potentials, needs, and interests. Different methods are employed to accommodate the fact that students have different starting points for learning and different preferences for how to learn.

11. Linguistic Attention

In all instructional situations, attention must be paid to linguistic circumstances. As teachers, we have a responsibility for building a bridge between students' everyday language and the academic or professional language.

12. Evaluation

The instructor engages in a dialogue with the student about academic progression and what the student needs to work on moving forward to achieve the specified learning objectives. In this feedback process, both the student and the instructor contribute reflections on learning and the attainment of the stated learning objectives.

13. Clarification and Guidance

There is an ongoing dialogue with students, both within and outside of instruction, about their direction towards education and employment. Emphasis will be placed on students to make use of what they learn (professionally or otherwise) to inform their choices.

14. Health, Nutrition, and Exercise

Health, nutrition, and exercise are integral parts of all aspects of the education.

15. Formation

It is through instruction, learning, and the relationships between the teacher and the student—and among the students—that young individuals are formed as citizens and participants in binding communities in society. The education should thus open the world to the student by providing tools for understanding and participation as a human being, a fellow human being, citizen, and employee. Education should support the student in acquiring basic skills that can help them responsibly engage with the world and actively participate in various communities.

Role Models Report- Poland



Introduction

CONTEXT:

1.1. NATIONAL AND REGIONAL EDUCATIONAL SYSTEM

The education system in Poland was transformed in the years 2017-2023. The new school structure established as a result includes:

- 8-year primary school
- 4-year general secondary school
- 5-year technical secondary school
- 3-year Stage I sectoral vocational school
- 2-year Stage II sectoral vocational school
- 3-year special school preparing for employment
- Post-secondary school.

The restructuring took place on the basis of an act of 14 December 2016 - “Law on School Education” and an act - “Legislation introducing the Act – Law on School Education”

Full-time compulsory education lasts for 9 years. It comprises the last year of pre-school education and 8 years of primary school education.

In the Polish educational legislation full-time compulsory schooling and part-time compulsory education are defined as follows:

Full-time compulsory schooling:

- Obligation to attend school by pupils aged 7-15 years.

Part-time compulsory education:

- Obligation to continue education in some form for pupils up to 18 years of age (aged 15-18).
- May be implemented either in school settings (a student attends secondary school) or in non-school settings (e.g. a student follows vocational training offered by employers).

(Read more: <https://eurydice.eacea.ec.europa.eu/national-education-systems/poland/overview>)

1.2. ORGANIZATIONS WHERE THE COSI.ED HAS BEEN IMPLEMENTED, DESCRIPTION

The COSI.ed project has been implemented in 2 institutions (1 per each cycle): Special Educational Centre „Dom przy Rynku” (in Polish: Specjalny Ośrodek Wychowawczy, SOW) and the Youth Sociotherapy Center no. 4 (in Polish: Młodzieżowy Ośrodek Socjoterapii, MOS).



They are not included in the diagram showing the structure of the education system in Poland as the young people in them are formally enrolled in the mainstream education system with additional support to fulfil their compulsory schooling. Therefore both institutions provide support and care for learners attending primary (ISCED 1 and 2) and secondary (ISCED 3) schools of all types.

The condition for being in institutional care of SOW or MOS results from the assessment of the risk of social maladjustment. A pupil is placed in institutions at the request of the child's parent(s)/legal guardian(s). The authority in charge of the establishment is the Education Department of the Capital City of Warsaw. The authority in charge of pedagogical supervision is the Mazovian Educational Superintendent. Budgetary unit of the Capital City of Warsaw.

1 st implementation cycle	2nd implementation cycle
Specjalny Ośrodek Wychowawczy "Dom przy Rynku" (SOW) - Special Educational Centre	Młodzieżowy Ośrodek Socjoterapii no. 4 (MOS no. 4) - Youth Sociotherapy Centre no. 4
residential students ³	not all students are residents ⁴
does not run school	runs primary and secondary schools
coeducational	boys only (until 2023/24 school year)
Target group 1: young people - 7 and 8 graders - aged 13-18	

³ Students live at the institution on weekdays and on weekends they come back home.

⁴ Some students live at the institution and some do not - the latter attend school but after classes come back home.

Target group 2: role models: educators, therapists, teachers mostly with pedagogical degree in re-socialisation pedagogy or with other pedagogical preparation; most with long (over 10 years) professional experience

ITEMS TO BE DEVELOPED ACCORDING TO THE ROLE MODELS' QUESTIONARY.

1. MAIN CHALLENGES FACED BY THE YOUNG PEOPLE WITHIN YOUR INSTITUTION

In reference to the assigned role, in general - implementing institutions support pupils who may be at risk of social exclusion due to developmental disorders, learning difficulties and social ill functioning. The centers are due to help when a young person has academic challenges, experiences difficulties at home or at school, has difficulties in his/her relationships with peers and adults and when his/her family is in a disadvantaged situation and cannot help him/her overcome his/her problems. Formally the main reason to place the young person in this type of institution is non-fulfillment of school obligation.

Challenges identified by the participants role models

Few challenges have been identified during the interviews.

The first challenge is related to the **family disadvantage**. The target group come from families in multi-problem situations who do not provide sufficient childcare and educational support for their children.

The second is connected with the **specific problems of those young people**, such as limited social skills or individual difficulties in learning.

The third challenge is a consequence of combination of **2 systemic factors: the last structural reform of the education system** - they had to prepare for a new type of examinations in the light of reinstatement of an eighth-grade primary school - and, as well, **COVID-19 pandemic solutions** implemented in schools, in relation to which the final (pre-exam) part of the school education had to be conducted remotely.

In the second participating institution, there were **additional challenges mentioned related to the mental condition of young people**, the disorders that are increasingly prevalent and the lack of systemic solutions to enable effective work in support of young people with such difficulties.

Even though, as the role models say, the main objective of the institutions is to improve school achievement of the young people, role models highlight other, more **basic needs** that their residents have, such as basic self-service skills (hygiene, table manners, financial management, self-regulation and others). They thus point to the need to prioritise the tasks to be carried out in work with youth people who reside in their facilities, which often results

in lack of translation into academic results.

2. ANSWER OF YOUR ORGANISATION TO THE YOUNG PEOPLES' NEEDS

Table-summary of the needs of young people according to the testimony of the Role Models.

NEEDS OF YOUNG PEOPLE DETECTED	ORGANIZATION'S RESPONSE*
social skills training and/or therapy	
psychological support	
individual educational and pedagogical approach	
comprehensive approach that includes work with families	
psychiatric support	

*No data

3. ROLE MODEL'S OPINION ABOUT COSI.Ed PROJECT

An interview with role models working using the project methodology with a group of young people showed some changes in their way of thinking about their professional work.

As one of them recalled: "[the project] made me realise a very simple thing: how much these kids need one-to-one contact". "These meetings were an opportunity to talk things out, because at our work there is no time to sit down with the child and devote myself wholeheartedly..." - another confirmed. We might say that the **immense value of individual work with the pupil was recognised** within the group of role models.

The meetings and the increased opportunity to get to know the situation of the residents allowed the educators to see and **better understand certain difficulties**. As one of the interviewees mentioned "I have seen how many things they fail at and what joy there is when goals are actually met".

Role models also pointed to the **achievements resulting from the project**. Their experiences are different, depending on the work with concrete residents, but we may call them altogether positive. One of the respondents said: "I have an experience with a boy who has major intellectual deficits (...) he was not able to name, describe his feelings (...) then gradually he started to find the words for himself". Another recalled: "I've seen him evolve, progress, such a development".

"The project is a great hit. This type of training is very much needed and the idea appealed to us very much, because we are no stranger to the idea of individual care, educators, noticing each student. It works, but it doesn't quite work the way we'd like it to, which is why it would be good if this format worked, to make it work for us in this way."

4. MAIN PROFESSIONAL PROFITS ACHIEVED BY THE IMPLEMENTATION OF THE METHODOLOGY

Among the professional benefits of participating in the project we can specify some reflexions that emerged in the statements:

- reminder of the importance of individual work with young people,
"In 1:1 contact they reinvent themselves. Outwardly, their behaviour is completely different... no playing the big boss. This is also such a self-discovery, showing your other side, that you can do things differently..."
- recognizing the importance of regularity in work,
"I was reminded of how important it is to be systematic in your work if you are pursuing a goal. If this regularity is not there, nothing can be done about it."
- raising awareness on co-creations relevance in goal-setting and achieving,
"I have to step back a bit. I'm the kind of "mommy" that would suggest, not that she would do it instead [of young person], no no no... but would say how it should be done."
- the importance of cooperation between different actors (school, family etc.)
"For the children is a shock, because we minimise the lie by being in constant contact with parents. I, as a class teacher, am on text messages with parents. it's every 2, every 3 days calls to parents. And for them it's a shock." "We are more in control and that is very important."
- perceiving the value of progress monitoring,
"I liked it very much. The brilliant thing is that I keep a calendar in the form of a weekly calendar, and that we plan - because it's the planning that is the basis. At the end of a given session is to set up something new - to take apart that onion into even smaller flakes - and to come to those successes, those things that were successful."
- the importance of following some kind of rules - a framework for work.
"And the cool thing is that it's embedded in time. So that they know that in this place where they come there is someone who will support them, but also hold them accountable for what has been said before. It will help them just keep going."

5. HOW WE COULD IMPROVE THE PROJECT WITHIN YOUR ORGANIZATION

Role models recognised some difficulties in implementing the proposed methodology. These were mostly systemic in nature. They concerned the organisational difficulties in working with COSI.ed method, related to the **lack of space and time during their regular working day. The time of project implementation was too short** to achieve serious, long-term goals. Specific nature of the participating institution results in the fact that the effectiveness of the work is hampered by a huge number of students' absences and rotation as well as family, health and educational situation.

As one respondent stated: "educational objectives - they didn't make it, whereas objectives such as 'relationships' were much easier to reach". In the opinion of the role models, the short

implementation time of the project and significantly influential external factors have affected the results achieved strongly. Consequently, it would be necessary to **work on reducing external factors' impact** by taking into account the broader context (mainly family and school).

ONE ELEMENT YOU CAN HIGHLIGHT FROM COSI.ED PROJECT

Regardless, the impressions of role models on the project and its effectiveness seem positive and strongly focused on the main principles guiding the project, which are the indirect approach, co-creation, and equality literacy. One of the respondents indicated that the great added value of the project is "an awareness that this conversation with the child is key. Without the conversation, we won't learn about a lot of things that are sitting in the head somewhere. Then there is time for that conversation. One topic, and out of that topic come various other topics that can help with [young person] goals, which without the conversation would never have come up."

Method of data collection

In Poland, 2 focus group interviews (FGI) were conducted to gather information on the experiences and opinions of role models on the implementation of the COSI.ed model in working with vulnerable youth - one in each implementing cycle.

An interview design in line with the *Guidelines for conducting a Focus Group (PART 3. Interviews with role models)* prepared by the University of Warsaw Team.

The interviews have been recorded, then transcriptions were made.

Detailed info:

1st cycle

Date: June 3th 2023

Number of participants: 7

Time: 1:08 h

Researchers: Hanna Tomaszewska-Pękała, Ewelina Zubala

2nd cycle

Date: June 19th 2023

Number of participants: 9

Time: 1:10 h

Researchers: Hanna Tomaszewska-Pękała, Ewelina Zubala

Guidelines for conducting a Focus Group

PART 3. Interviews with role models

Aim: *The purpose of the focus group interview (FGI) is to gather information on the experiences and opinions of role models on the implementation of the COSI.ed model in working with vulnerable youth.*

Tips for FGIs' moderators:

- A focus group is a rather small group (needs to be large enough to generate rich discussion but not so large that some participants are left out) - ideally six to ten-twelve people led through an open discussion by a skilled moderator.
- The focus interview should be preceded by a short introduction containing information on the subject and purpose of the interview, how the data will be gathered, processed and used, as well as the rules of communication during the interview.
- The focus group moderator nurtures disclosure in an open and spontaneous format. The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the time allotted.
- Focus group participants won't have a chance to see the questions they are being asked - so, to make sure they understand and can fully respond to the questions posed, questions should be:
 - short and to the point,
 - focused on one dimension each,
 - unambiguously worded,
 - open-ended or sentence completion types,
 - non-threatening or embarrassing,
 - worded in a way that they cannot be answered with a simple "yes" or "no" answer → use "why" and "how" instead.
- To get participants involved use reflection, examples, choices, rating scales, drawings, etc. Ask: "Would you explain further?" "Would you give an example?" "I don't understand. Could you please explain?" "What I think I hear you saying is... Is that a fair/accurate interpretation?"
- Encourage people who haven't spoken to share and manage long talkers.
- Let people know their participation was important and useful, and that you appreciate their time and courage in sharing their thoughts.
- The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes.
- Remember about the recording and note taking to document the interview best.
- Think about the most optimal number of people to interview. We recommend that a minimum of 2 researchers are involved.

- Think through where the interview could take place so that participants feel comfortable and at ease. Review the location in terms of planned activities and the need for recording.

For example, a focus group interview with role models might go as follows:

1) Introduction

(1) Welcome, (2) Overview of the topic (3) Ground rules

The introductory part should include a short welcome, introduction of the moderators, reminder of the project and its objectives, overview of the ground rules of moderation and communication during the FGI, explanation of the recording, confidentiality and anonymity principles.

An example of an opening formula might be as follows:

“Welcome to our session. Thanks for taking the time to join us to talk about the implementation of the COSI.ed model in your institution (name of the institution). My name is and this is We're both with the (name of the institution).

We would like to know what you think about the programme and how it might be improved. Within the project we are having discussions like this with several groups in all of the countries involved.

There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You've probably noticed the recording device (dictaphone or camera). People often say very helpful things in these discussions and we can't write fast enough to get them all down. We will be recording the session because we don't want to miss any of your comments. All of the recordings will be used for research purposes only and will be deleted after use. We won't use any names in our reports. You may be assured of complete confidentiality.

We've placed name cards on the table in front of you to help us remember each other's names. Please write down your name and place the label in a visible place. Let us find out some more about you by going around the table. Please tell us your name and position at the institution..”.

Technical hint: If only audio is recorded, ask participants to introduce themselves each time they speak. It is also useful to often mention the names of the speakers when referring to what they have just said: e.g. “As Monica just mentioned...”, “As Oscar said before...”.

2) Opening questions (up to 3)

The questions in this phase of the FGI are not directly related to the main research topic, but are designed to get to know the context of the institution and the group being

interviewed. They may concern the target group, the institution and its specificities, the participants' previous experience in youth work, etc.

2.1) What is your experience of working with young people at risk of social exclusion so far?

- What is your work experience? Where did you previously work?
- Since when have you been working in this institution?
- What was your motivation for starting to work here?

2.2) What are the main challenges faced by the young people you work with in your institution?

- What do they need most?
- What kind of support and guidance do they lack the most?

2.3) What kind of help/support does the institution you work at offer to the young people?

- What are the basic forms and methods of your daily work?
- What are the key underlying principles and values that guide your work with young people?
- What social inclusion activities are undertaken in your institution?
- How do you evaluate the effectiveness of your institution in helping young people with educational and social inclusion?

3) Key questions (up to 5)

The questions in this phase of the FGI are related to the main research topic. They aim to find out experiences and opinions about the implemented model and its effectiveness. This proposal includes main questions and subsidiary questions that can be asked if you do not spontaneously obtain the required information.

3.1) What do you think about the COSI.ed project in which you participate?

- What do you think about its main objectives?
- What do you think about the training you attended and its content?
- What do you think about the model of youth work you learnt?
- How do you feel about your preparation to work with the COSI.ed model?

3.2) How do you find the COSI.ed model you have learnt to work with young people on a daily basis?

- In which situations did you refer to/used the COSI.ed working model?
- In which situations did the model work?
- In which situations did the model fail?
- Tell me about positive experiences you've had with using the indirect approach and co-creation.
- Tell me about disappointments you've had with using the indirect approach and co-creation.

3.3) What did you learn from your participation in the COSI.ed project?

- How has participating in the project changed the way you work with young people?
- How has your way of communicating with young people changed?

- How has the way you build relationships with young people changed?
- How has the way you involve young people in co-creating changed?
- What did you find most challenging about working with the COSI.ed model?

3.4) Based on your experience with the project, what do you think should be improved about it?

- Suppose that you were in charge and could make one change that would make the program better. What would you do?
- What advice would you give us for the future to make the model better? What should be avoided?

3.5) If you had to name the single most important thing you got out of participating in this project, what would it be?

4) Final question

This part of the focus is for the moderators to summarise the main issues that came up during the discussion and to make sure that no important thread was missed. Before this part, it is useful to take a break for a while so that the moderators have time to think about what is worth mentioning in the summary.

After the brief oral summary you may ask questions such as:

- Is this an adequate summary?
- Have we missed anything?
- Would you add anything to what we've said?

5) Thank you and goodbye

We thank for taking part in the focus, saying for example: *Thank you very much for sharing your insights and opinions on project implementation.*

Role Models Report- Portugal



Introduction

2. CONTEXT

2.1. NATIONAL AND REGIONAL EDUCATIONAL SYSTEM

In Portugal, the education system, initially regulated by the post-dictatorship Education Act (1986), now provides for 12 years of compulsory education from the age of 6 to 18, or until the conclusion of upper secondary education. Public education is free from the age of 4, including preschool.

The education system includes a long basic education (ISCED 1 and ISCED 2, ages 6 to 15) and upper secondary education (ISCED 3, from age 15). Basic education provides pupils with a common general education and the learning necessary to continue studies at the upper secondary level. Additionally, there is a guide with essential values, principles and competence areas for pupils' learning during the 12 years of compulsory education, established in the Students' Profile by the End of Compulsory Schooling (2017).

Upper secondary education offers three-year programmes with tracks in science-humanities, arts and vocational education and training (VET). Public schools and private/cooperative schools offer general (Sciences and Technologies, Languages and Humanities, Socioeconomic Sciences, Visual Arts) and specialised courses in artistic and VET options within different schools, according to local and regional cultural and socioeconomic contexts.

In which concerns the types of institutions, general Basic Education and specialised artistic courses are taught in:

- a) public schools (non-clustered or school clusters);
- b) private and cooperative schools.

Whereas VET courses can run in:

- a) private and cooperative schools;
- b) public school clusters and non-clustered schools;
- c) public or private professional schools;



d) private and cooperative schools.

The public schools, often organised in clusters, cover preschool to basic education. Despite compulsory education for up to 12 years since 2009, students often change schools for upper secondary education. Public schools are now diversified, offering both academic and VET courses. Almost every public upper secondary school has at least one VET course.

Portugal has made progress in education, achieving universal access, reducing early school leaving and improving student performance. Challenges remain, including high retention rates in disadvantaged areas and a skills gap among adults.

Some schools offer education and training courses for those aged 15 or more who are unable to complete basic education. A Second Chance School piloted in the city of Matosinhos (2008) has been replicated in other national initiatives in line with the National Strategy to Reduce Early School Leaving (2019).

2.2. DESCRIPTION OF THE ORGANISATION WHERE THE COSI.ED HAS BEEN IMPLEMENTED

In Portugal, the COSI.ed project was implemented in the Second Chance School of Matosinhos (E2OM). E2OM is a crucial second-chance education platform tackling early school leaving among young individuals lacking minimum qualifications for employment or further training. It addresses key areas: tailored educational programs, emphasizing skill development, and providing comprehensive guidance and support. The challenge lies not just in equipping young people academically but ensuring holistic development for successful societal integration, demanding a personalised approach aligned with individual needs and fostering crucial life skills.

E2OM opened in 2008 as a pilot project to respond to the persistent issue of early school leaving and the consequent low qualifications of young people who do not complete the Portuguese educational system. It was the first school of the kind in Portugal, and it is supported by a partnership between the Association for Second Chance Education (AE2O), the Matosinhos City Council, and the Ministry of Education.

The project develops as a broad and articulated intervention within the local and international cooperation and networking field, in which it participates; and integrates collaborative and support actions to regular schools, from basic education (2nd cycle) and lower and upper secondary education.

For the school year of 2022-2023, E2OM had 62 youngsters enrolled, 7 teachers and 12



other professionals, such as psychologists, social educators, youth mediators, coordinators, and interns.

3. ITEMS TO BE DEVELOPED ACCORDING TO THE ROLE MODELS' QUESTIONARY

3.1. MAIN CHALLENGES FACED BY THE YOUNG PEOPLE WITHIN YOUR INSTITUTION

The main challenges identified by the role models had to do more with the experiences that young people had in their previous schools, like academic underachievement, learning difficulties, and individual and social problems (e.g. family issues, low economic status, substance abuse, discrimination and bullying).

Following the testimony given by the master students' who were role models, we can identify some challenges faced by the young people, such as:

- i) Have a regular attendance at E2OM,
- ii) Dealing with family problems and substance abuse,
- iii) Dealing with socioemotional problems,
- iv) Lack of motivation due to the structure and building's degradation.

3.2. ANSWER OF YOUR ORGANISATION TO THE YOUNG PEOPLE'S NEEDS

Table-summary of the needs of young people according to the testimony of the Role Models.

NEEDS OF YOUNG PEOPLE DETECTED	ORGANISATION'S RESPONSE
More basic literacy, numeracy, thinking skills and problem-solving skills	Improvement of school attendance motivation for young people
Socioemotional and economic support	Qualified interdisciplinary team (e.g.: psychologist; youth mediator) and partnerships
Better structural and building conditions in the school	Partnerships and search for fundings to improve their building conditions
Flexibility of schedules because of work	Adapt the 'classes'/sessions to the young people's lives

3.3. ROLE MODEL'S OPINION ABOUT COSI.ed PROJECT

We had two different types of role models: the Education Sciences master's students and the E2OM professionals. For this topic, we will divide the information into these two topics.

Role models – Education Sciences master's students

The first thing the master's students identified was an increased awareness of the complex relationships between context, vulnerability and learning across the different educational pathways. The role models also identified some authentic and challenging examples of vulnerability and marginalisation and reflected on the systemic conditions that underpinned them.

In addition, as the project developed, students began to understand the indirect approach and its potential to promote balanced relationships between role models and young people. The role models understood that their time at E2OM allowed them to build a peer relationship with the young people, gain the young people's trust, and promote more balanced power relations to redress culturally based hierarchies between people.

Moreover, the role models highlight the potential that COSI.ed had in strengthening skills, although they already had them, they did not know it, and the project itself helped them find those skills which are essential in their future professions.

They also highlight the opportunity they had to socialise with different actors, like peers, practitioners and researchers. The experience in the COSI.ed project allowed them to communicate with different professionals and understand why they do specific activities, how they articulate their professional goals with their practical work, and how they adapt their sessions to each individual plans or goals.

Role models – E2OM Professionals

From another perspective, the E2OM professionals emphasise that COSI.ed and its methodologies were practices already implemented in the school but lacking supporting theoretical definitions and principles. Thus, the COSI.ed project was like a theoretical justification for the work already developed in E2OM.

Moreover, the role models who communicated with young people increased, as did the awareness fostered by the indirect approach. The professionals began to have a more open attitude, a better mutual understanding of certain issues, more empathy, and a better sense of proximity.

3.4. MAIN PROFESSIONAL PROFITS ACHIEVED BY THE IMPLEMENTATION OF THE METHODOLOGY

For the master's students in Educational Sciences, the main professional profit from the COSI.ed methodology was the bridging of theory and practice. By experiencing educational phenomena in real contexts, they began to connect their master's programmes with their lived experiences at E2OM. They also highlight the fact that the master's in educational sciences is very theoretical, and it is essential to have the opportunity to participate in projects outside the course and the faculty to understand how the issues and educational challenges can be applied in real contexts, and to gain a bigger consciousness of what implications these disadvantaged contexts have in the young people's pathways.

For E2OM professionals, the main professional benefit was the increased knowledge of co-construction. The possibility to implement this co-constructed knowledge had advantages for their work with young people because the professionals learned how to adapt something new or how to adapt something old into something fun, so both parts benefited from this methodology.

3.5. HOW WE COULD IMPROVE THE PROJECT WITHIN YOUR ORGANISATION

We do not have concrete information from role models on this issue. However, we have identified one thing that could be better for the effectiveness of the project. The fact that the E2OM team is constantly changing has affected the development of the COSI.ed project, so having a regular team could have been beneficial for the implementation and consistency of the project, as well as for the reporting of certain results.

3.6. ONE ELEMENT YOU CAN HIGHLIGHT FROM COSI.ED PROJECT

Although we did not ask this question directly to the role models, we noticed that the role models had a special attachment to the indirect approach. The indirect approach was something that all the role models mentioned as an important method and even a guideline for communicating with young people.

They emphasised the indirect approach and the possibility of gaining young people's trust and the potential to create a balanced relationship. The only drawback they mentioned was the fact that they were always thinking: "Is this enough information?" "Is the relationship I am building enough?" and that would demotivate them. However, the relationship they have



created with young people was mostly through the indirect approach and the way they applied this method to their experience.



Interview to role models

I. Guidelines for the interview with the role models – Educational Sciences master’s students

Objectives

To know the perceptions of role models about the use of the COSI.ed model in E2OM (Escola de Segunda Oportunidade de Matosinhos), considering the following objectives:

- 1) To know the perceptions of *role models*, about their participation in the project and about the training previously taught.
- 2) To know the perceptions of *role models*, about their experiences with the use of the indirect approach during the interview with young people.
- 3) To know the perceptions about and experiences with the use of the equality literacy model in the approach to young people and their "narratives".
- 4) To know the perceptions about the importance of these approaches in the learning process of *role models* as professionals in Education.

Set of questions	Objectives of the questions set	Guiding questions	Support questions
Set 1 Interview permission	Explain the situation. Create an environment conducive to the interview.	Thank availability; explain the problem, objectives, and benefits of the research study; motivate the interviewee to participate, valuing their collaboration; obtain authorization for the recording, subsequent transcription and processing of data and ensure the anonymity and confidentiality of the information provided.	N/A
Set 2 Profile of the interviewee (academic and professional)	Get data on the academic and professional career.	Briefly describe your academic and professional career.	What is your degree course? What are the reasons/motivations for attending the Master's degree in Education Sciences? Which areas of study, or perspectives were most significant in your master's learning process?

<p>Set 3</p> <p>Context (school)</p>	<p>Capture the perceptions of the <i>role model</i> about the environment and context of E2OM.</p>	<p>Have you ever heard of E2OM, or been there before you were involved in this project?</p> <p>How would you describe E2OM?</p> <p>How many young people has been interviewed?</p>	<p>How did you feel when you were at E2OM?</p> <p>Brief description of space/time</p>
<p>Set 4</p> <p>Obtain the perceptions of <i>role models</i> about their participation in the project and about the previously training taught</p>	<p>To know the <i>role model's</i> perceptions about the COSI.ed project, about their participation, and about the previous training that they were given.</p>	<p>How do you evaluate your participation in the project and the use of the COSI.ed model in general features?</p> <p>What opinion do you have about the training you were initially given?</p>	<p>What motivated you to participate in this project?</p> <p>Did you meet your expectations?</p> <p>Did you feel ready?</p>
<p>Set 5</p> <p><i>Role models' perceptions,</i> about their experiences with the use of the Indirect Approach in the interview with young people</p>	<p>To know the perceptions and experiences of the <i>role model</i> about the use of the Indirect Approach method, Equality Literacy Framework and Co-creation model, in the E2OM context.</p>	<p>Tell me about the experience with the Indirect Approach research method.</p> <p>Tell me about the experience with the Equality Literacy Framework.</p> <p>Tell me about the Co-creation method.</p> <p>Two types of interviews were planned, one individual and one focus group with different objectives. Were both types performed, or was there a need for any changes?</p> <p>How was the use of the individual interview, in the context of the Indirect</p>	<p>Kind of activity/area</p> <p>Were there difficulties in applying these methods? What difficulties?</p> <p>What are the positive and less positive aspects of using these methods?</p> <p>How did it go?</p>

	To know the experiences of the <i>role model</i> about the use of the indirect approach in the individual interview with young people.	Approach, to the students of E2OM. Do you have any memorable moments from these individual interviews? Can you share some?	Were there any difficulties? What was the best part? Do you have any memories from these individual interviews with the students?
Set 6 <i>Role models'</i> perceptions and experiences, about the use of the indirect approach in focus group	Capture the perceptions of the <i>role model</i> about the use of the focus group in this context.	How was the use of the focus group, in the context of the Indirect Approach, to the students of E2OM. Tell me about some of the highlights from these focus group?	Were there any difficulties in applying this method? Which? What are the positive aspects of using this method? What are the least positive aspects of applying this method? Do you have any memories from these interviews with the students?
Set 7 Perceptions and experiences with the use of the equality literacy model in the approach to young people and their "narratives"	To know the perceptions and experiences of the role model about the use of the Literacy for Equality model in the approach to young people and their narratives.	How do you evaluate the use of the Literacy for Equality model, in the approach to young people and their narratives? How do you evaluate the joint use of the Indirect Approach method and the Equality Literacy model, considering the objectives of the COSI.ed project?	Does it contribute positively to the COSI.ed model? Is it useful? Does it make sense to use the Indirect Approach method and the Literacy for Equality model together, considering the objectives of the COSI.ed project?

			In your opinion, do they add value, or do they overlap each other?
Set 8 Perceptions about the importance of these approaches in the learning process of the <i>role models</i> as professionals in Education	To know the perceptions about the importance of these approaches in the learning process of the <i>role model</i> as a professional in Education.	How do you understand this experience, with these approaches, in the context of your academic learning path and as a professional in Education? How do you understand this experience, with these approaches, in the context of your academic career and as a professional in Education?	Will these approaches be useful for your academic and professional path in education? Will these approaches be useful for your academic career?
Set 9 <i>Role models'</i> opinion on indirect approach efficiency in the use of interviews	To know <i>role model's</i> opinion about the efficiency of the Indirect Approach, Equality Literacy Framework and Co-creation model in achieving the defined objectives.	Considering the objective of the individual interviews, to know the perceptions of students about their relationship with teachers and other non-teaching staff of the school, and their aspirations in the educational course and professional career, give us your opinion on the efficiency of the Indirect Approach, Equality Literacy Framework and Co-creation model in the interviews.	Do you consider it the most appropriate technique to apply in this model (COSI.ed) and with the students in these contexts? Were you able to know the perceptions of the students about their relationship with teachers and other non-teaching staff of the school using this technique? Were you able to know the perceptions of the students about their aspirations in terms of the educational path and professional career?

II. Guidelines for the interview with the role models – E2OM professionals

Objectives:

To know the perceptions of role models about the use of the COSI.ed model to the students of E2OM (Escola de Segunda Oportunidade de Matosinhos), considering the following objectives:



- 1) To know the perceptions of *role models*, about their participation in the project and about the training previously taught.
- 2) To know the perceptions of *role models*, about their experiences with the use of the indirect approach during the interview with young people.
- 3) To know the perceptions about and experiences with the use of the equality literacy model in the approach to young people and their "narratives".
- 4) To know the perceptions about the importance of these approaches in the learning process of *role models* as professionals in Education.

Set of questions	Objectives of the questions set	Guiding questions	Support questions
Set 1 Interview permission	Explain the situation. Create an environment conducive to the interview.	Thank availability; explain the problem, objectives, and benefits of the research study; motivate the interviewee to participate, valuing their collaboration; obtain authorization for the recording, subsequent transcription and processing of data and ensure the anonymity and confidentiality of the information provided.	N/A
Set 2 Profile of the interviewee (academic and professional)	Get data on the academic and professional career.	Briefly describe your academic and professional career.	
Set 3 Context (school)	Capture the perceptions of the <i>role model</i> about the environment and context of E2OM.	How would you describe E2OM? How many young people has been interviewed?	Brief description of space/time
Set 4 Obtain the perceptions of <i>role models</i> about their participation in the project and about	To know the <i>role model's</i> perceptions about the COSI.ed project, about their participation, and about the previous training that they were given.	How do you evaluate your participation in the project and the use of the COSI.ed model in general features? What opinion do you have about the training you were initially given?	What motivated you to participate in this project? Did you meet your expectations? Did you feel ready?

the previously training taught			
<p>Set 5</p> <p><i>Role models' perceptions, about their experiences with the use of the Indirect Approach in the interview with young people</i></p>	<p>To know the perceptions and experiences of the <i>role model</i> about the use of the Indirect Approach method, Equality Literacy Framework and Co-creation model, in the E2OM context.</p> <p>To know the experiences of the <i>role model</i> about the use of the indirect approach in the individual interview with young people.</p>	<p>Tell me about the experience with the Indirect Approach research method.</p> <p>Tell me about the experience with the Equality Literacy Framework.</p> <p>Tell me about the Co-creation method.</p> <p>Two types of interviews were planned, one individual and one focus group with different objectives. Were both types performed, or was there a need for any changes?</p> <p>How was the use of the individual interview, in the context of the Indirect Approach, to the students of E2OM.</p> <p>Do you have any memorable moments from these individual interviews? Can you share some?</p>	<p>Kind of activity/area</p> <p>Were there difficulties in applying these methods? What difficulties?</p> <p>What are the positive and less positive aspects of using these methods?</p> <p>How did it go? Were there any difficulties? What was the best part?</p> <p>Do you have any memories from these individual interviews with the students?</p>
<p>Set 6</p> <p><i>Role models' perceptions and experiences, about the use of the indirect approach in focus group</i></p>	<p>Capture the perceptions of the <i>role model</i> about the use of the focus group in this context.</p>	<p>How was the use of the focus group, in the context of the Indirect Approach, to the students of E2OM.</p>	<p>Were there any difficulties in applying this method? Which?</p> <p>What are the positive aspects of using this method?</p>

		Tell me about some of the highlights from these focus group?	<p>What are the least positive aspects of applying this method?</p> <p>Do you have any memories from these interviews with the students?</p>
<p>Set 7</p> <p>Perceptions and experiences with the use of the equality literacy model in the approach to young people and their “narratives”</p>	To know the perceptions and experiences of the role model about the use of the Literacy for Equality model in the approach to young people and their narratives.	<p>How do you evaluate the use of the Literacy for Equality model, in the approach to young people and their narratives?</p> <p>How do you evaluate the joint use of the Indirect Approach method and the Equality Literacy model, considering the objectives of the COSI.ed project?</p>	<p>Does it contribute positively to the COSI.ed model? Is it useful?</p> <p>Considering the objectives of the COSI.ed project, does it make sense to use the Indirect Approach method and the Literacy for Equality model together?</p> <p>In your opinion, do they add value, or do they overlap each other?</p>
<p>Set 8</p> <p>Perceptions about the importance of these approaches in the learning process of the <i>role models</i> as professionals in Education</p>	To know the perceptions about the importance of these approaches in the learning process of the <i>role model</i> as a professional in Education.	How do you understand this experience, with these approaches, in the context of your professional career?	Will these approaches be useful for your professional career?

<p>Set 9</p> <p><i>Role models'</i> opinion on indirect approach efficiency in the use of interviews</p>	<p>To know <i>role model's</i> opinion about the efficiency of the Indirect Approach, Equality Literacy Framework and Co-creation model in achieving the defined objectives.</p>	<p>Considering the objective of the individual interviews, to know the perceptions of students about their relationship with teachers and other non-teaching staff of the school, and their aspirations in the educational course and professional career, give us your opinion on the efficiency of the Indirect Approach, Equality Literacy Framework and Co-creation model in the interviews.</p>	<p>Do you consider it the most appropriate technique to apply in this model (COSI.ed) and with the students in these contexts?</p> <p>Were you able to know the perceptions of the students about their relationship with teachers and other non-teaching staff of the school using this technique?</p> <p>Were you able to know the perceptions of the students about their aspirations in terms of the educational path and professional career?</p>
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Role Models Report- Spain



Introduction



1. The context: SPAIN AND THE BALEARIC ISLANDS

1.1-NATIONAL AND REGIONAL EDUCATIONS SYSTEM

The Spanish education system is characterised by high ELET rates and the polarisation of the educational level of the population. In relation to ELET, although this indicator has fallen significantly in recent years and, specifically since the outbreak of the pandemic, Spain continues to show the highest rates in comparison with the average for European Union countries, standing at 16% in 2020 compared to 9.9% for the EU average (Eurostat, 2021a). In turn, this indicator shows a high interregional variation, with the Balearic Islands (the region where this study is carried out) being one of the Spanish regions with the highest ELET rates, standing at 21.3% (Ministry of Education and Vocational Training, 2021), far from the 9% set by the European strategic framework for education and training 2030 (European Union Council, 2021).

ELET problem is severe in the Autonomous Community of the Balearic Islands, which has an ELET rate of 24.4% [5]. In this region, the economy is focused primarily on tourism with a labour market traditionally characterised by the easy recruitment of young people without qualifications, acting as an attraction for the young population and specifically for those disengaged from the educational system (1). Paradoxically, in the long-term, youth with a low level of education face the highest rates of unemployment.

- Southern Mediterranean context
- Tourism economy
- Labour market acting as an attraction for unqualified youth workers

1.2-ORGANIZATIONS WHERE THE COSI.ED METHODOLOGY HAS BEEN IMPLEMENTED: NAÛM AND JOVENT

1.-**Jovent** is a non-profit organization that works to give response to the social and educational needs of youth people that have vulnerabilities, providing an organization that adapts to the needs of people in order to promote equal opportunities, improving the quality of life and social and professional integration.

-Develops its programmes outside the formal education system. The services offered are financed by the Employment Service of the Balearic Islands. This means that the young people who come to Jovent may or may not have successfully completed their formal education.

-It offers the possibility of validating the certificates of professionalism with the regulated studies (as long as the academic requirements are met).

-On the other hand, vocational certificates offer the possibility of entering the labour market quite immediately with qualified training (whether or not the regulated studies have been completed at the time).

2.- **Naüm**: The Projecte Socioeducatiu Naüm is a non-profit organisation located in the Son Roca neighbourhood of Palma.



- Promote the social inclusion and integral growth of young people and their families, through a proactive and participative methodology, with the aim of achieving the inclusion of them in the social and labor fields.
- They offer the possibility for young people, from the formal education system, to train at a professional level and, at the same time, to obtain the academic level that corresponds to 2nd grade within the formal education system. Subsequently, they can join the formal system from this level and continue with compulsory education.
- Professional internships in companies can generate the possibility of employment opportunities for this group.

2.-ITEMS TO BE DEVELOPED ACCORDING TO THE ROLE MODELS' QUESTIONARY.

2.1- MAIN CHALLENGES FACED BY THE YOUNG PEOPLE WITHIN YOUR INSTITUTION

- All Role Models agree on the importance of working on young people's self-esteem. For this reason, they agree that listening to and empathizing with their situation is essential.
- They arrive at the centers (Jovent and Naüm) with a significant affective deficiency and with complicated personal situations (family and/or migratory), which lead to language difficulties, behavioral problems and poor academic performance.
- Many of our students suffer from racism and discrimination and they behave to face this situation. It's a struggle.
- The students need a positive answer by the teachers, especially empathy. They need to be listened to. *It is an affective issue*. It's here where Cosi.ed becomes a perfect tool.
- Generally speaking, they have very low self-esteem, lack of motivation, not able to consider pathways. They start a vocational training without clear expectations. "Is going to be this my future career? The teacher's role is to be a strong referent for them.
- All the role models agree that young people have need academic and professional orientation during the whole process. They need the teacher's support throughout their training pathway.
- Teachers consider that about 35% of the students need therapy with a psychologist due to problems external to the course. *The pandemic Covid make this situation worse*.
- Many of the not EU-students have problems with their nationality and refugee permits and long for their country of origin. Consequently, there has been a rise of levels of anxiety and depression.*

2.2-ANSWER OF YOUR ORGANIZATION TO THE YOUNG PEOPLES' NEEDS



**NEEDS OF YOUNG PEOPLE (detected by JOVENT AND NAÛM RESPONSE
Jovent and Naüm)**

Very low levels of self-esteem	Listen and try to understand the students with respect, empathy and affection.
Psychological problems (aggravated by the COVID-19 pandemic)	Individualized and professional psychological help
A lack of objectives and aspirations for the future	Academic and professional orientation
Emotional and bureaucratic difficulties related to their migratory situation	Legal and management support and psychological help

1. Table-summary of the needs of young people according to the testimony of the Role Models.

2.3-ROLE MODEL'S OPINION ABOUT COSI.Ed PROJECT

On the one hand, Jovent considers that, as an entity, they must continue working to adapt the theoretical classes and modulate the activities according to each group of students and their specificities. In addition, Jovent's Role Models point out that the adaptation of the materials has meant an excessive workload concerning the time they have to do it.

Furthermore, it's necessary that young people have to learn to work like this previously, in the compulsory system.

On the other hand, Naüm believes that it would be positive if the project could provide more precise guidelines (follow-up/guidance) for adapting the material for certain subjects, which are often problematic.

In the future, it would be interesting to introduce more collaborative work sessions with the entities (Jovent and Naüm) and the UIB to work on joint proposals.

2.4-MAIN PROFESSIONAL PROFITS ACHIEVED BY THE IMPLEMENTATION OF THE METHODOLOGY

Both professional teams agreed that the strengthened link with young people and the change in the teaching-learning system have been the main aspects of the Cosi.ed methodology that stood out.

Co-creation

Teaching-learning processes

-The students, on their own, choose the topics they are most interested in, and the teachers explain their practical usefulness. The result of this type of dynamics is an increase in student motivation.

-Trust is a cross-cutting issue.



-Flexibility of the course's table contents and structure of the classes taught by the student. They are in charge of looking for information, doing oral presentations, looking for documentaries...Through these dynamics, the groups collaborate and manage their own learning.

-Adaptation of teaching-learning processes according to the group of students. For example, some promotions find it more challenging to work in groups.

-The professionals believe that the COSI.edu project methodologies have not been particularly unfamiliar to them since, in this type of entity, they were already working along these educational lines. However, both training centers have been committed to this model for years and have been perfecting it through their participation in the COSI.edu project.

-Finally, Naüm has (and already had prior to COSI.edu) flexible scoring systems based on students' attitudes and willingness to work. However, with the participation in the COSI.edu Project, they have been introducing new tools such as Kahoot and Sikkhona.

Indirect Approach

Both centers, are satisfied with the application of the Indirect Approach and point out that they already carried out similar activities (tutoring) before starting the COSI.edu project:

-Trough improvised tutorials, outdoors or wherever they arose. Sometimes, the tutorials have been carried out in the bar individually, in pairs or in groups of three (Naüm).

-Searching the place where they feel comfortable and relaxed. Giving to them the opportunity to feel safe and confidence.

-Starting conversation with the student in order to know more about their interests, concerns,..

-The strong bone between students and professionals becomes in a regular contact, although, after they've finished the training.

2.5-HOW WE COULD IMPROVE THE PROJECT WITHIN YOUR ORGANIZATION

According to the aspects marked in the section on the opinions of professionals, we can highlight aspects for improvement:

-Extend this methodology in the compulsory system, where school drop-out actually occurs. To raise awareness of the main cornerstones of the methodology and its effects on the academic success of young people.

-Provide more precise guidelines (follow-up/guidance) for adapting the material for certain subjects



Improvement proposals for the Balearic Government

The following table contains the demands of the training centers (Jovent and Naüm) and the possible solutions that the Role Models claim to the Balearic Government. The order of the table has been established according to the priority/urgency of the measures according to the Role Models, that is to say, from more to less priority:

ROLE MODEL DEMANDS	POSSIBLE SOLUTIONS
Excessive (too high) cost of public transport.	Subsidized access to AMT card (public transport).
Lack of professionals to work in the classroom with students.	Individualized plans and active listening (empowerment) of students.
Dual VET programs are too centralized and reduced.	Decentralization and expand the Dual Vocational Training programs (for instance, in the automotive and electricity sectors).
Lack of inter- and intra-urban public transportation.	Expansion of public transport in Palma and throughout the island of Mallorca.
Inhumane treatment in juvenile facilities (prohibitive measures).	Improved working conditions in juvenile facilities and more personal.
Lack of formal practical (hands-on) learning.	Improve teacher training in practical teaching-learning processes.
The unaccompanied foreign minors have no alternatives after 18 years old, and their socioeconomic situation worsens significantly.	Increase the supply of emancipation flats and increase the educational and professional orientation processes that guarantee a workplace for young people. Decouple obtaining a workplace (of a minimum duration of one year) with obtaining the NIE from the age of 18.
Lack of financial resources to buy clothes and resources for studying and working.	Direct financial aid.
Unhuman treatment in the companies where the young people do their internships, especially by the company coaches.	Train and guide companies and company coaches to ensure a humane treatment and good training for Dual VET students.
University degrees in education are not up to date and require improvements adapted to today's society.	Implement significant changes (in line with the COSI.edu Project) in the bachelor's and

master's Degrees in Early Childhood, Primary, and Secondary Education.

2.6-ONE ELEMENT YOU CAN HIGHLIGHT FROM COSI.ED PROJECT

Although both organisations already had this individualised and personalised approach to education, they emphasise that this methodology emphasises the personal link between teacher and student, which is so necessary for the success of young people.

The quality of the relationship with young people, increase their motivation for training. The creation of a bond based on trust and security allows young people to face new challenges.

The fact that they change their expectations (personal, educational and work-related) in the face of a successful situation.



Interview to role models

2.1) What is your experience of working with young people at risk of social exclusion so far?

- What is your work experience, where have you worked before?
- How long have you been working at Jovent/Naüm?
- What was your motivation to start working at Jovent/Naüm? How was the process of starting to work in this institution?

2.2) What are the main challenges faced by the young people you work with in your institution?

- What do you think they need more?
- What kind of support or guidance do they need most?
- What do you think the administration should offer these young people?

2.3) What kind of help/support does the institution you work at offer to the young people?

- What working methodology do you use in your day-to-day work with these young people?
- What are the fundamental principles and values that guide your work with these young people? Q
- What social inclusion activities are carried out by Jovent/Naüm?
- What are the key underlying principles and values that guide your work with young people?
- How do you evaluate the effectiveness of your work in relation to the educational and social inclusion of the young people with whom you work?

Key questions (up to 5)

These questions are aimed at the objectives of the project. What we want is to collect experiences and opinions on the application of the methodology.

3.1) What is your opinion about the COSI.ed project in which you participate?

- What do you think of its objectives?
- What do you think about the training you received on the methodology of the project and its content?
- What is your opinion about the model of intervention with young people in the project?
- How do you feel about your preparation for working with the COSI.ed? intervention model?

3.2) How do you find the COSI.ed model you have learnt to work with young people on a daily basis?



- In what situations do you apply the model?
- In which situations has the model worked well?
In which situations do you consider that the model has not worked? How do you think it could be improved?
- Can you tell me about the positive experiences you have had using the indirect approach and/or co-creation?
- Can you explain the disappointments or disillusionments you have experienced when you have used the indirect approach or co-creation?

3.3) What did you learn from your participation in the COSI.ed project?

- How has your participation in the project changed the way you work with young people?
- How has it changed the way you communicate with the young person?
- How have the relationships you establish with the young person changed?
- How has the way you involve and motivate students changed?
- What have you found most difficult to work on with the COSI.ed model?

3.4) Based on your experience with the project, what do you think should be improved about it?

- - What changes would you make to improve the project?
- -What advice would you give to improve the model? What things should be avoided?

3.5) If you had to name the single most important thing you got out of participating in this project, what would it be?

