


POLICY BRIEF

HIGHLIGHTS

- Co-Created Education initiatives enhance young people's learning experiences positively and play a pivotal role in promoting their social inclusion.
- Curricular and Professional Developments Programmes must be challenged to incorporate inclusive methodologies and approaches.
- Collaborative partnerships across sectors deepen the political strategy to tackle ELET.
- Youth Active Engagement and Representation must be valued and recognised.
- Mechanisms to monitor and evaluate the implementation are needed to allocate resources and support.



TRANSFORMATIVE POWER OF INCLUSIVE EDUCATION TO PREVENT EARLY LEAVING FROM EDUCATION AND TRAINING

EXECUTIVE SUMMARY

This policy brief advocates for the transformative potential of inclusive education in combating early leaving from education and training (ELET). It showcases innovative practices from the COSI.ed project across Denmark, Norway, Poland, Portugal, and Spain, fostering educational and social inclusion of students in vulnerable situations. The brief serves as a call to action for policymakers, educators, and stakeholders to prioritise co-creation processes and invest in initiatives supporting the success and inclusion of all learners.

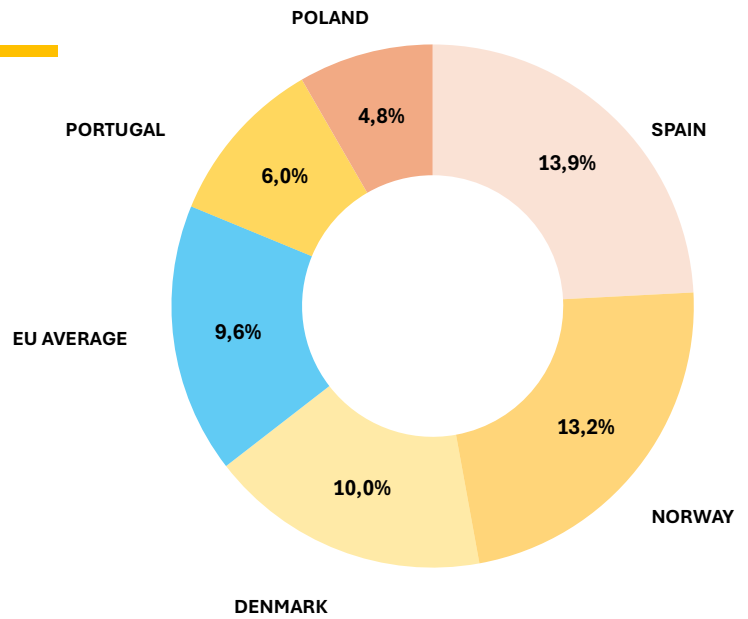
WHAT'S AT STAKE?

The COSI.ed project used **co-creation processes** inspired by the **Indirect Approach** and **Equality Literacy Framework** to empower youth in disadvantaged situations, in Europe. It involved **educators and learners to promote inclusive practices** and reduce ELET. Collaborative Competence Groups (CCG) were established for inclusive decision-making. The project aimed to **empower youth at risk of ELET, improve educational success, and equip staff with social inclusion skills** through prevention, intervention, and compensation measures.

ELET RATES IN COSI.ED COUNTRIES

The EU has set a goal to reduce the share of early leavers from education and training to less than **9%** by 2030.

In 2022, **Poland** and **Portugal** have met EU-level 2030 target, with **4.8%** and **6%** respectively. **Denmark** is almost there with **10%**, while **Norway** and **Spain** remain far from the target, with **13.2%** and **13.9%** respectively.



Source: Eurostat (2022)

RECOMMENDATIONS

Policy Development and Advocacy

Stakeholders should **advocate** for **policy changes** at the governmental level to **prioritise co-creation approaches** and **inclusive educational practices**, **allocate** adequate resources, and **support** professional development initiatives. This may involve lobbying policymakers, engaging in advocacy campaigns, and participating in policy-making processes.



Curriculum Integration

Educational institutions should **review and revise** their **curricula** to **incorporate** the **recommended methodologies and approaches**. This includes **collectively finding** space for integrating teaching methods across all school cycles **inspired in the COSI.ed model**, which emphasise all learners' stories, experiences, and expectations in the **co-design of new learning experiences and paths**.

Professional Development Programmes

Training programmes for educators and professionals working with children and youth **should be developed or adapted** to include the recommended methodologies and approaches. This may involve **designing in-service training sessions**, **incorporating new content into existing courses**, and **providing opportunities for hands-on learning experiences**.



Youth Engagement and Participation



Efforts should be made to **actively involve young people in decision-making processes** and **governance structures within educational institutions**. This may include **establishing youth councils** or **advisory groups** such as the **Collaborative Competence Groups** used in COSI.ed, organising **forums** for youth participation, and **providing platforms for youth voices to be heard and valued**.

Collaborative Partnerships

Stakeholders should collaborate to implement the recommendations effectively. This involves forming **partnerships**, sharing **resources** and **expertise**, and coordinating **efforts** to address the diverse needs of young people. As **Collaborative Competence Groups** were used in COSI.ed to support all the projects' phases, they can be useful to educational institutions to **co-design, support** and **monitor** organisational or pedagogical **innovations**.



Resource Allocation

Governments and educational institutions should **allocate sufficient financial and material resources to support the implementation of the recommendations**. This includes **funding initiatives** to reduce student-teacher ratios and to foster staff collaboration and innovation, **invest** in professional development programmes, and **provide** necessary infrastructure and **support** for inclusive educational practices.



Monitoring and Evaluation

Mechanisms should be established to **monitor the implementation of the recommendations and evaluate their impact over time**. This may involve **collecting data, conducting research studies**, and **soliciting feedback** from **stakeholders** to assess progress and identify areas for improvement.



RESEARCH, RESULTS AND CONCLUSIONS PER COUNTRY

Norway

COSI.ed was implemented by the University of South-Eastern Norway and the Educational and Psychological Counselling Service at *Kragerø* upper secondary school - local vocational upper secondary school situated in a rural area of the South-Eastern part of the country, directed at young people aged 15-18 (ISCED 3).

COSI.ed Outcomes:

- Positive perceptions among students and teachers,
- Increased confidence,
- Supportive relationships,
- Enhanced learning environments,
- Broader awareness and engagement within the educational community.

Poland

COSI.ed was implemented by the University of Warsaw and the Warsaw Centre for Socio-educational Innovation and Training (WCIES) at two social and educational institutions: the *Dom Przy Rynku* Special Educational Centre (SOW) and the Youth Socioterapy Centre no. 4 (MOS). It was aimed at students aged 13-18 with the goal of obtaining ISCED 2.

COSI.ed Outcomes:

- Improved relationships,
- Enhanced communication skills,
- Enhanced goal setting and planning abilities for both teachers and students.

Spain

COSI.ed was implemented by the University of Balearic Islands in two educational institutions in Palma de Mallorca: Jovent (Second Chance School) and Naüm (socioeducational centre), aimed at supporting young people at risk of ELET, aged 16-24, in obtaining ISCED 2.

COSI.ed Outcomes:

- Closer teacher-student relationships,
- Boosting students' motivation and success in education,
- Improved teaching methods that foster engagement and learning,
- Increased confidence from students towards teachers.

Denmark

COSI.ed was implemented by VIA University College and *FGU Nordvest* (Preparatory Basic Education and Training), focused on young people aged 15-25. This measure supports the transition to secondary education programmes (ISCED3) in order to develop and enhance the vocational, personal, and social skills of young people facing educational, professional and social challenges.

COSI.ed Outcomes:

- Positive perceptions among students, due to the unwavering confidence and supportive follow-up by role models,
- Enhanced student-student relationship as an important element in their learning environment, fostering mutual learning and support.

Portugal

COSI.ed was implemented by researchers and master students from the University of Porto, in the Second Chance School of Matosinhos (E2OM). E2OM is a socioeducational strategy, targets 15-25 years old, striving for ISCED2 and, recently, ISCED 3. It is a public school-based compensatory measure to support and develop tailored solutions for young people who have left school without qualifications.

COSI.ed Outcomes:

- Enhanced engagement and awareness among educators and learners,
- Improved educational processes,
- Strengthened teacher-student relationships.

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Output 5.4

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The long version of this Policy Brief can be consulted here:



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