



Proceedings: COSI.ed Final Conference

Output 5.6



Project information

Project Title	CO-created Education through Social Inclusion
Project Acronym	COSI.ed
Project Number	621365-EPP-1-2020-1-NO-EPPKA3-IPI-SOC-IN
Project Coordinator	Mette Bunting
Coordinating partner	University of South-Eastern Norway

Document information

Work Package	WP5
Responsible partner	CIIE, University of Porto
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Abstract (for dissemination)	This output is a compilation of presentations in the COSI.ed final conference in Brussels, which are related to the WPs and also with the perspective of the invited stakeholders.

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Porto, June 2024

WP1 Presentation

Mette Bunting

Co-creating with youth for Social Inclusion Conference

WELCOME!



Erasmus+

COSi.ed
CO-created
Education through
Social Inclusion

Co-created Education through Social Inclusion

WELCOME!

Coordinator Professor Mette Bunting, USN



Erasmus+

COSi.ed
CO-created
Education through
Social Inclusion



University of
South-Eastern Norway

Program:

09:00-09.30 Opening session and project overview

Project coordinator Mette Bunting

09.30- 10.45 Cosi.ed model and policy recommendations

Hanna Tomaszewska & Ewelina Zubala (the model)

Amélia Veiga & Ana Cristina Torres (policy brief)

10:45 – 11:15 Break, some food, coffee and tea

11:15 – 13:00 Round table

✓ *Martin Bogdan, Policy and Project Coordinator*

✓ *Paola Di Marzo ,Project Officer at Erasmus Student Network (ESN).*

✓ *Tine S. Prøitz is Professor in Educational Sciences*

From the project:

✓ *Miquel A.Rayó, leader Jovent*

✓ *Rune Eriksen, leader Educational and Psychological Services, Vestfold and Telemark County*

✓ *Mette Bunting, Project Coordinator*

13:00 – 13:30 Debate and concluding remarks

Partners

Norway:

University of South-Eastern Norway (USN)
Vestfold and Telemark Fylkeskommune
(TVFK)

Denmark:

VIA University College (VIA)
FGU NORDVEST (FGU)

Poland:

University of Warsaw (UW)
Warsaw Centre for Socio-Educational
Innovation and Training (WCIES)

Portugal:

University of Porto – Centre for Research and
Intervention in Education (CIIE)
AE20-Associação para a Educação
de Segunda Oportunidade (AE20)

Spain:

University of the Balearic Islands (UIB)
EAPN-European Anti-Poverty Network Illes
Balears (EAPN-Naüm)
Sociedad Cooperativa de Iniciativa Social y
Formación-JOVENT (JOVENT) Spain



Major ambition:

To include a higher ratio of
disadvantaged/marginalized young people into
excelling in labor market, education and social life

COSI.ed [film](#)

Objectives:

- Reduce Early Leaving from Education and Training (ELET)
- Facilitate smoother transitions for young people into adulthood
- Develop co-researching and co-creating methodologies, addressing internal barriers and improving relationships
- Developing a model applicable in the different social and geographical contexts of Europe
- Promote a more equitable and effective educational model adapted to the needs of contemporary societies
- Support policymakers to consider the COSI.ed methodology into future inclusive education policies at various levels of governance

COSI.ed was implemented in various institutions across Europe

- Preparatory basic education and training institutions in Denmark
- Vocational upper secondary schools in Norway
- Public primary schools in Poland
- Second chance schools in Portugal
- Non-governmental organisations in Spain.



Collaborative Competence Groups (national and international)

Bringing together



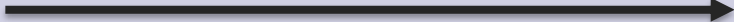
- young people
- student HE
- teacher
- political advisor
- researcher
- facilitator

-consultants and advisors

-fosters collaboration within sectors and across countries

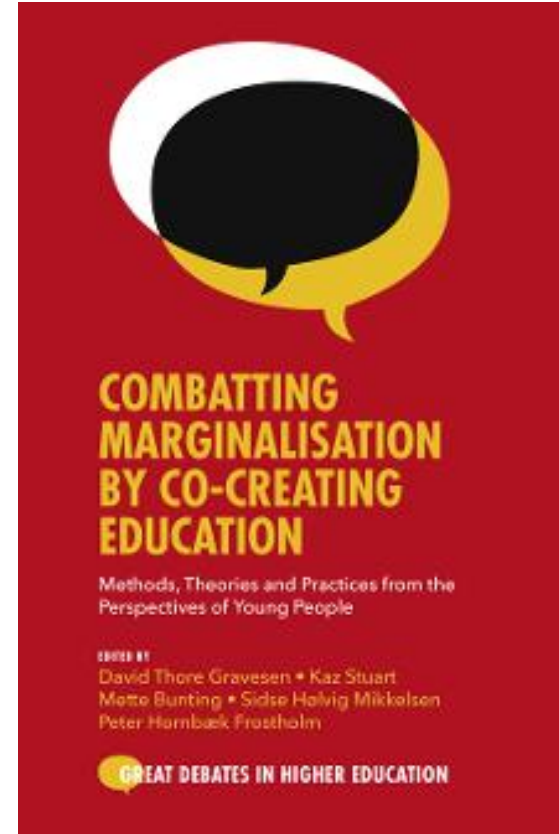
- contributing to increased co-creation and alignment between academia, practice, and policy



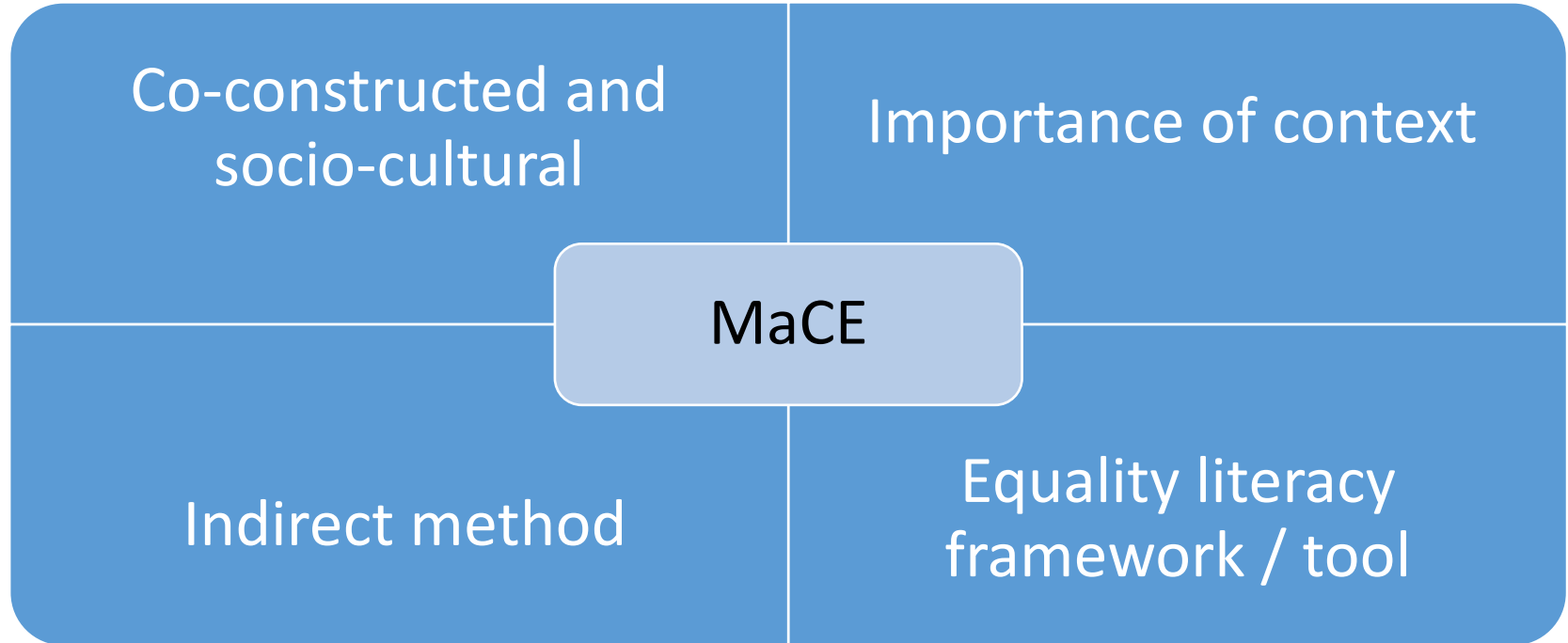
	S2021	A2021	S2022	A2022	S2023	A2023/ S2024
Introductory phase (S2021- A2021)	 <p><i>Training partners in the MaCE methodology, establishing CCG</i></p> <p>M1: Establishing project management and organisation</p> <p>M2 Training the partners in MaCE-model</p> <p>M3: Developing curriculum and training courses, regional</p>					
Exploratory phase (A2021- S2023)	<p><i>Training regionally, start upscaling to a regional COSI.ed model</i></p> <p>M4: Training the role models and educational staff</p> <p>M5: Upscaling the model to regional COSI.ed model</p> <p>M6: Qualitative interviews target Group and Role Models</p> 					
Upscaling phase (A2022- S2024)	<p>M7: Analysis of regional experiences</p> <p>M8 : Impact analysis</p> <p>M9: Upscale model to EU-level and developing national and EU-Policy recommendations</p> 					

COSI.ed builds on findings from a Erasmus+ KAII project

COSI.ed will upscale the good practice from the Erasmus+ project; Marginalisation and Co-created Education (MaCE) of socially including disadvantaged learners to excel at school and work - to local, regional, national and European policy level.

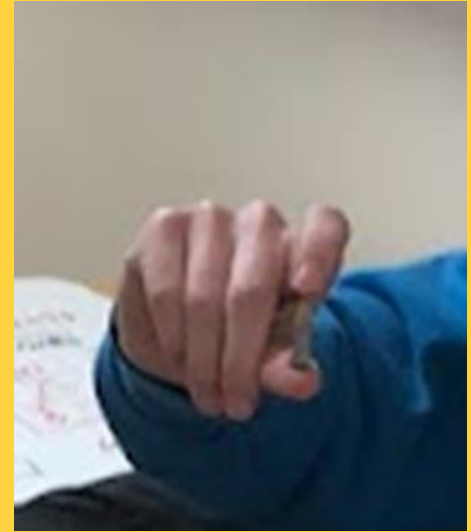


The four cornerstones of MACE



Indirect approach, **another way**

1. Vulnerable children young people need another approach for voicing their perspectives
2. We have to establish a relationship
3. We do NOT want answers to our questions- we want to get hold of their stories about their lives
4. Happenstance- accidents, sudden revelations





Partners



Warszawskie Centrum Innowacji
Edukacyjno-Społecznych i Szkoleń
Instytucja Edukacyjna m. st. Warszawy



U.PORTO
FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO



Universitat
de les Illes Balears



Overview of the day:

Program:

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Mette Bunting, Project Coordinator

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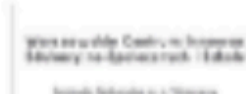
WP4 Presentation

Hanna Tomaszewska-Pękała



Co-funded by the
Erasmus+ Programme
of the European Union

cosi.ed



DR HANNA TOMASZEWSKA-PĘKAŁA

DR EWELINA ZUBALA

UNIVERSITY OF WARSAW



UNIVERSITY
OF WARSAW

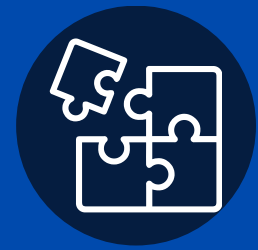


EUROPEAN COSI.ED MODEL

Co-created approach to supporting inclusive strategies
in working with young people at risk of social exclusion



Relationships

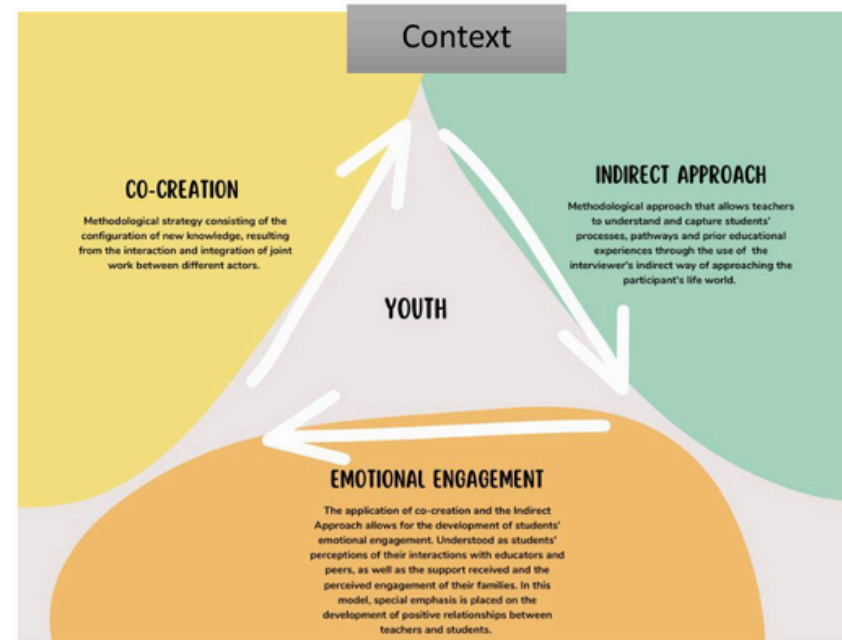
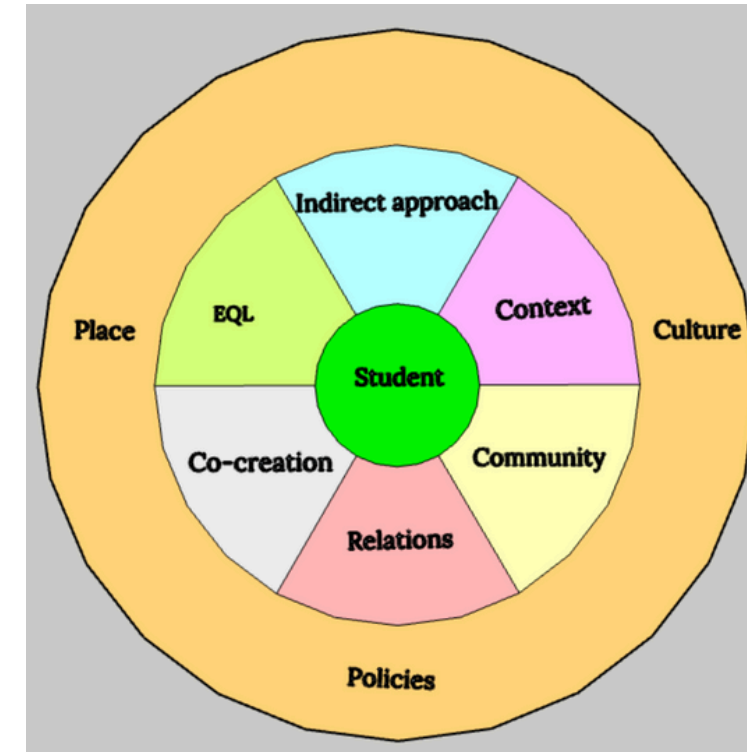
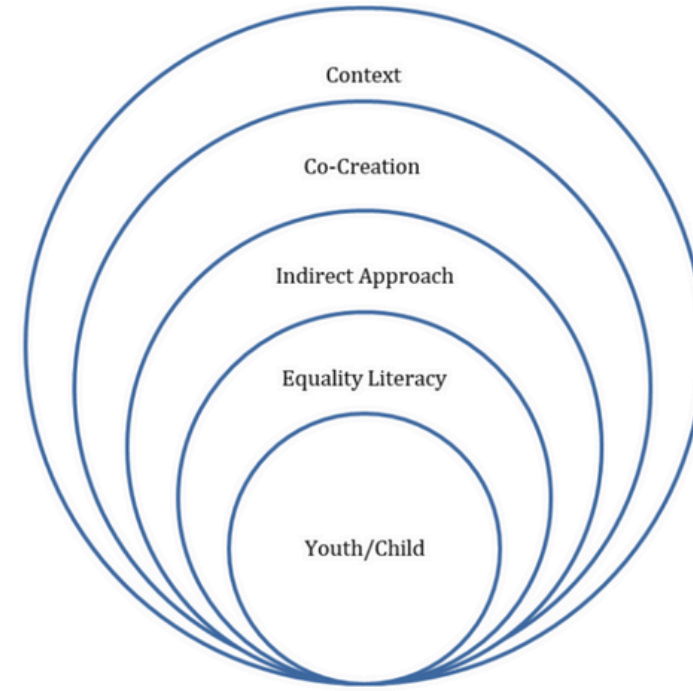
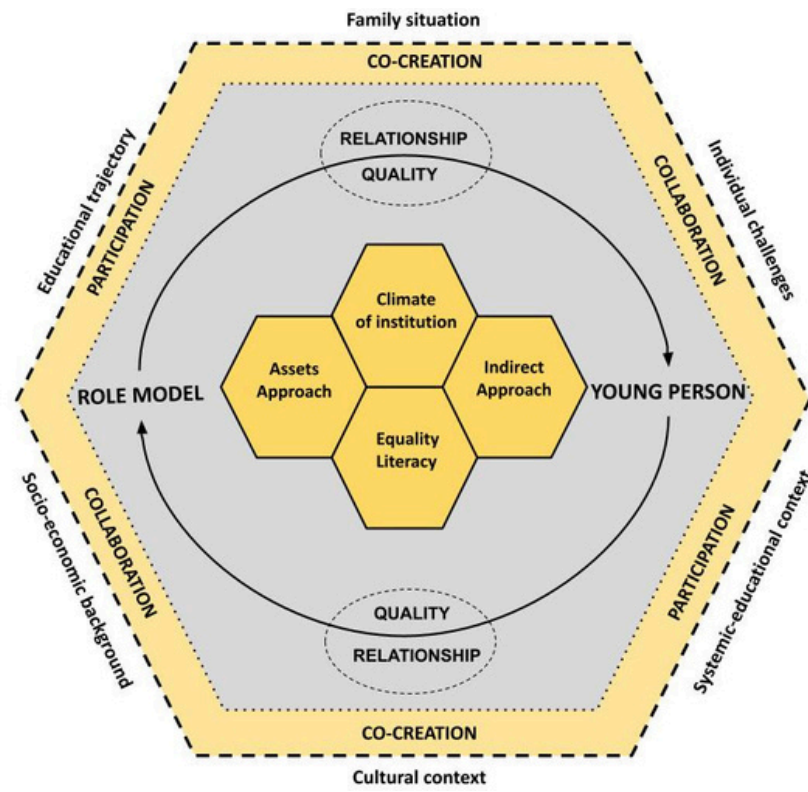


Flexibility

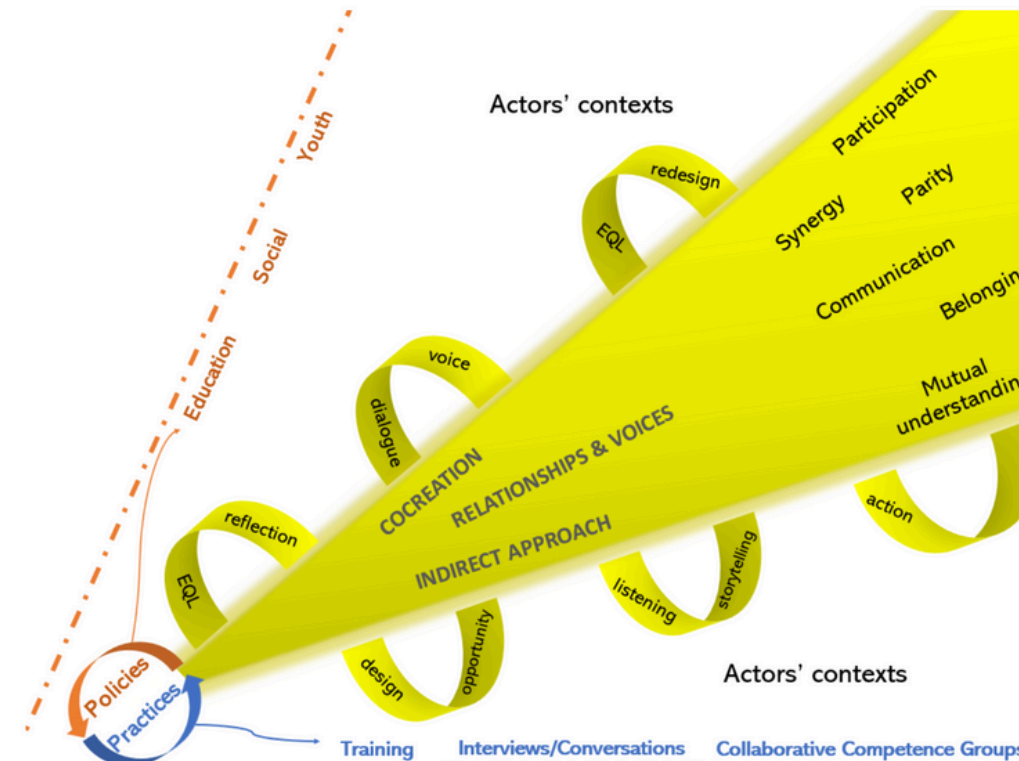


Quality

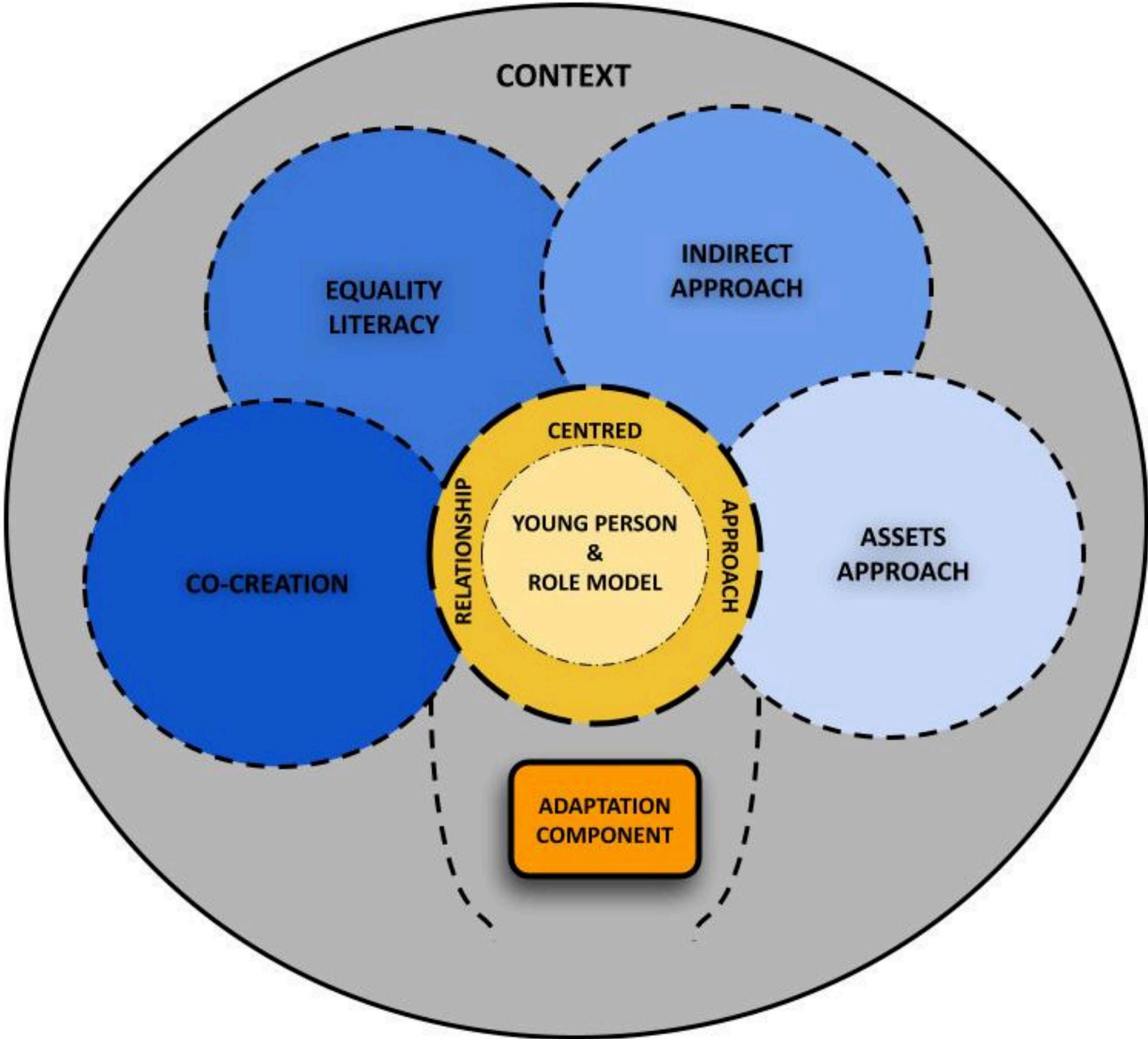
REGIONAL COSI.ED MODELS



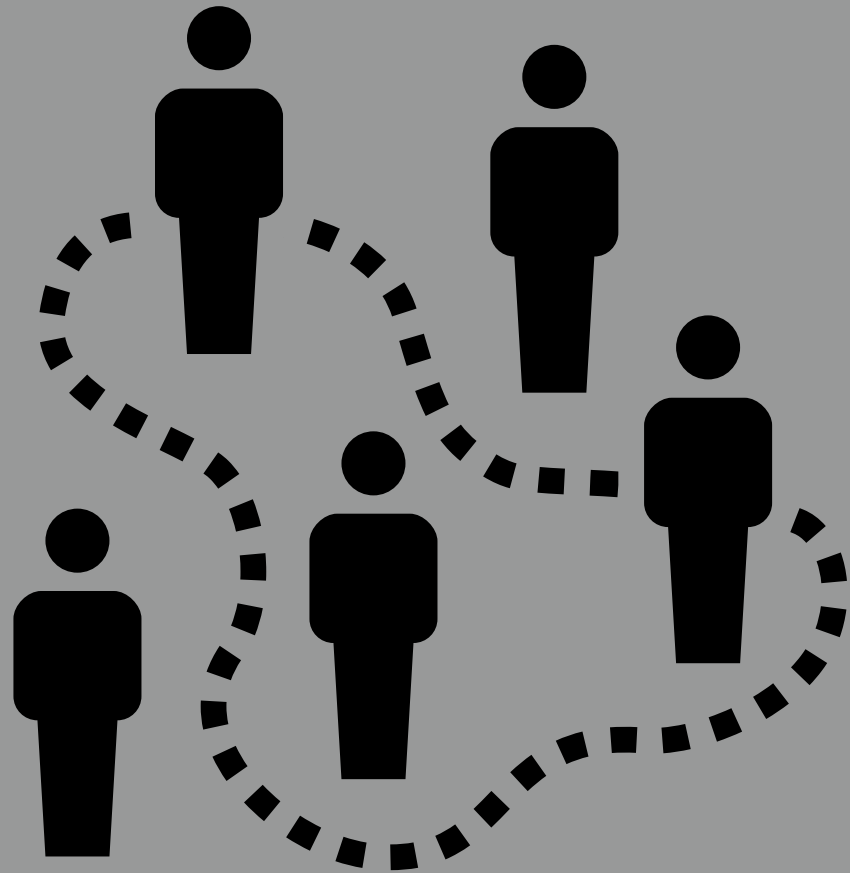
Equal Literacy Framework



EUROPEAN COSI.ED MODEL



CONTEXT

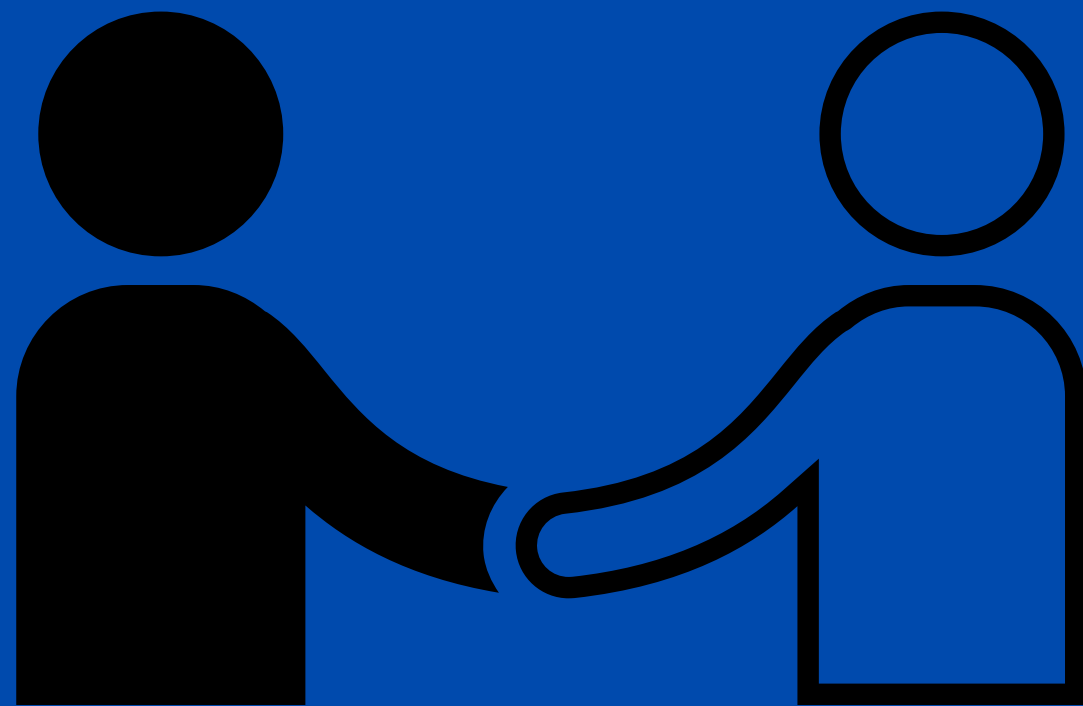


The COSI.ed project acknowledges that a one-size-fits-all approach doesn't work for assisting young people.

Deep understanding of this context is crucial for designing effective interventions.

By considering all these underlying factors, COSI.ed aims to provide the best possible support for young people facing challenges, as well as the conditions for its implementation.

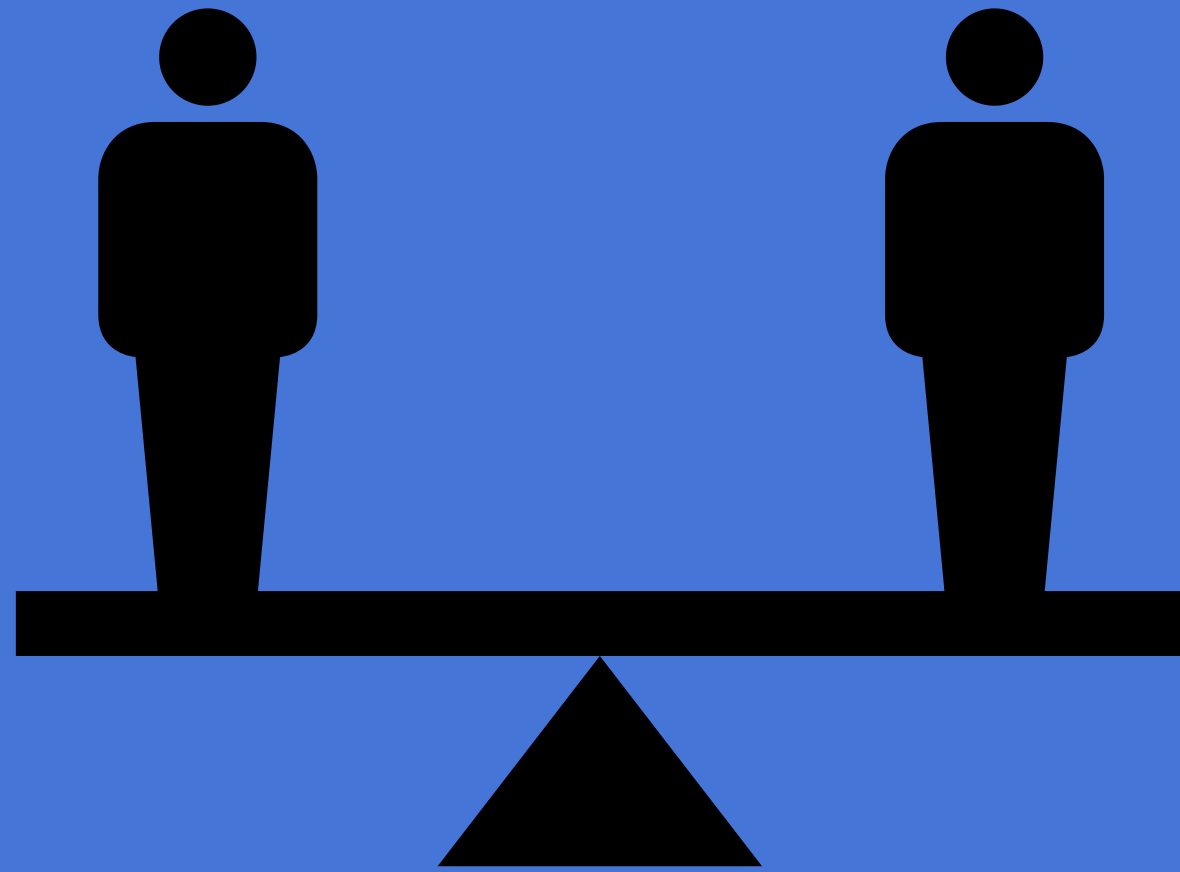
CO-CREATION



is a collaborative process based on shared knowledge construction, where the active participation of youth in decision-making and solution-finding is advocated, aiming to enhance educational experiences and provide effective support.

It strengthens positive relationships and promotes more balanced power dynamics between young people and adults.

EQUALITY LITERACY



serves as a foundational framework for understanding the diverse experiences and opportunities of young people.

Empowers stakeholders to contribute to social justice within educational settings through designing interventions that tackle systemic barriers and promote equitable learning experiences for all young people.

INDIRECT APPROACH



prioritises building trust and understanding between youth and role models through effective communication.

The common goal is to empower young people by building symmetrical relationships, giving them control over the conversation and tailoring interventions to their specific needs and experiences.

ASSETS APPROACH



shifts focus from deficits to strengths, emphasizing collaboration and exploration of individuals' capabilities within their holistic life context.

It prioritizes understanding young people's skills, talents, and environment, fostering empowerment through quality relationships with both young people and their families.

Offers a comprehensive framework for positive youth development.

RELATIONSHIP CENTRED APPROACH

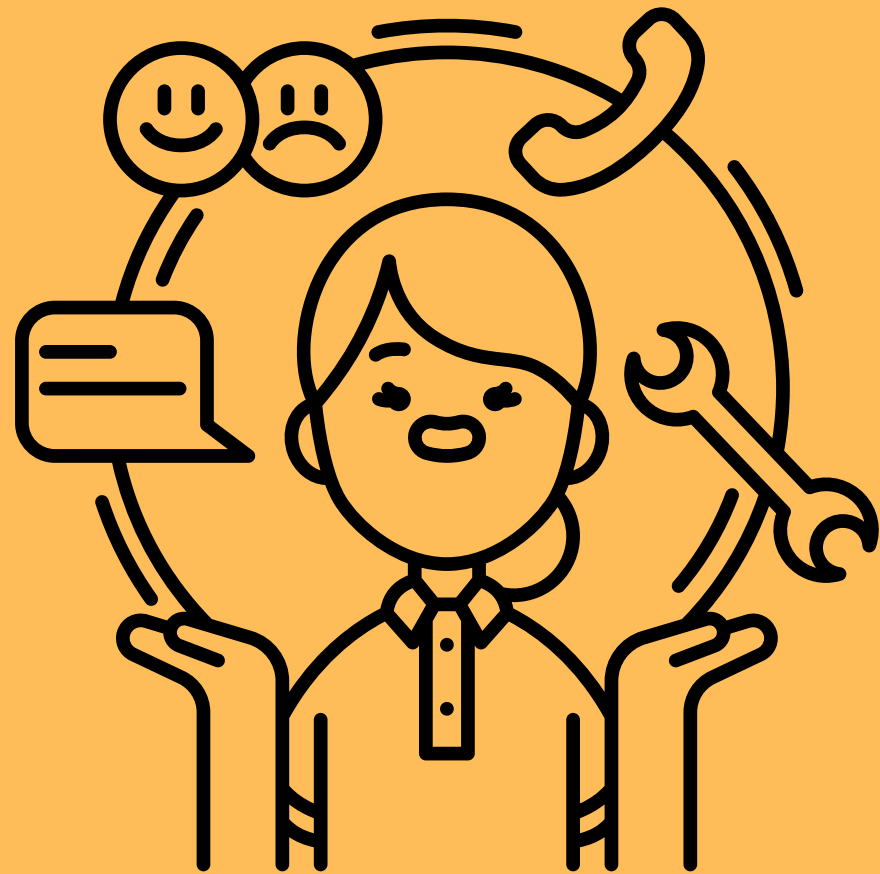


highlights the significance of the quality of interactions between young people and role models, recognizing its two key dimensions: processual and structural.

It acknowledges that various contextual factors influence the dynamics of this relationship, emphasizing the importance of co-creation to foster a supportive environment.

It underscores the importance of professionalism and suitable conditions for effective working with youth.

ADAPTATION COMPONENT



facilitates Model's flexible application across diverse socio-cultural contexts, enabling tailored approaches to relationship-building, work, action, and communication.

It offers clear guidance for professionals and policymakers, ensuring that interventions are effectively adapted to specific situations, times, and places within educational settings.

Thank You!

WP5 Presentation

Amélia Veiga

Ana Cristina Torres

Policy Analysis and Recommendations

Multilevel policy analysis

1. Educational and youth policies for social inclusion
 - Explaining the policy cycle approach
 - Policy as text: How are educational policies for social inclusion promoted?
 - Policy as discourse: Through which organisations and at what policy levels?
 - What ideas are feeding national and local policy agendas?
 - What are the key findings for policies enactment at the national and local level?

Highlighting practices

2. Promoting Social Inclusion: Promising Educational Practices from COSI.ed
 - Co-creation, Indirect Approach and Equality Literacy
 - Identify promising practices of Co-Created Education approaches
 - Identify what is needed at regional and institutional level

Policy Recommendations

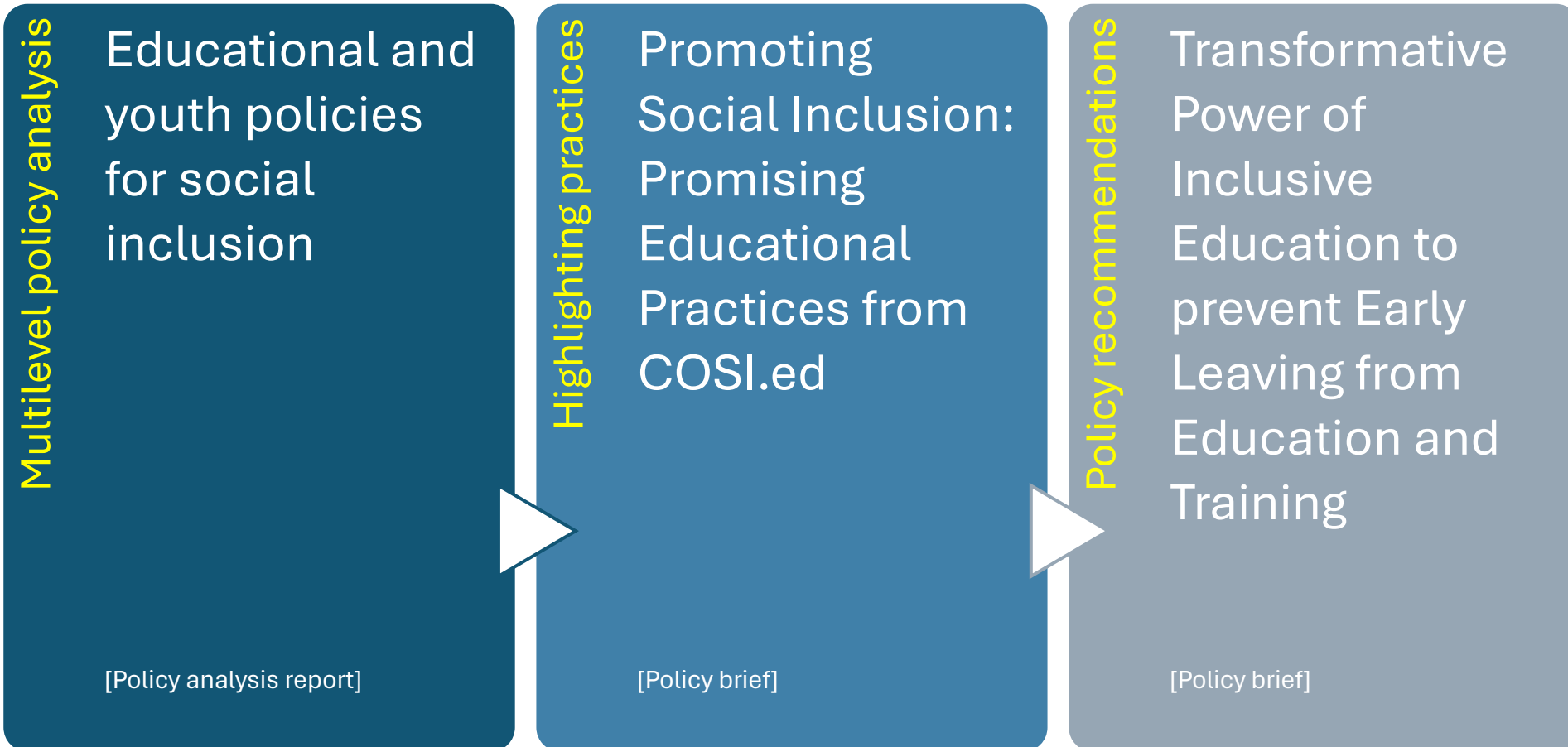
3. Transformative Power of Inclusive Education to prevent Early Leaving from Education and Training
 - A call to action for policymakers, educators, managers and stakeholders to prioritise co-creation processes and invest in initiatives supporting the inclusion and success of all learners.
 - Identify action recommendations both at a policy and a practice level to upscale co-created processes inspired by the COSI.ed model components to empower youth in disadvantaged situations, in Europe
 - Perspectives to upscale COSI.ed: What to do next? How to expand the model, how to adapt the measures to each country and to different institutions?
4. Questions/concerns from young people
5. Questions from audience

POLICY ANALYSIS AND RECOMMENDATIONS

U.PORTO, PORTUGAL

Amélia Veiga, Ana Cristina Torres, Eunice Macedo, Sofia A. Santos, António Magalhães, Mariana Fonseca

15 May 2024, Brussels, Belgium



Multilevel policy analysis

Educational and
youth policies
for social
inclusion

[Policy analysis report]

Highlighting practices

Promoting
Social Inclusion:
Promising
Educational
Practices from
COSI.ed

[Policy brief]

Policy recommendations

Transformative
Power of
Inclusive
Education to
prevent Early
Leaving from
Education and
Training

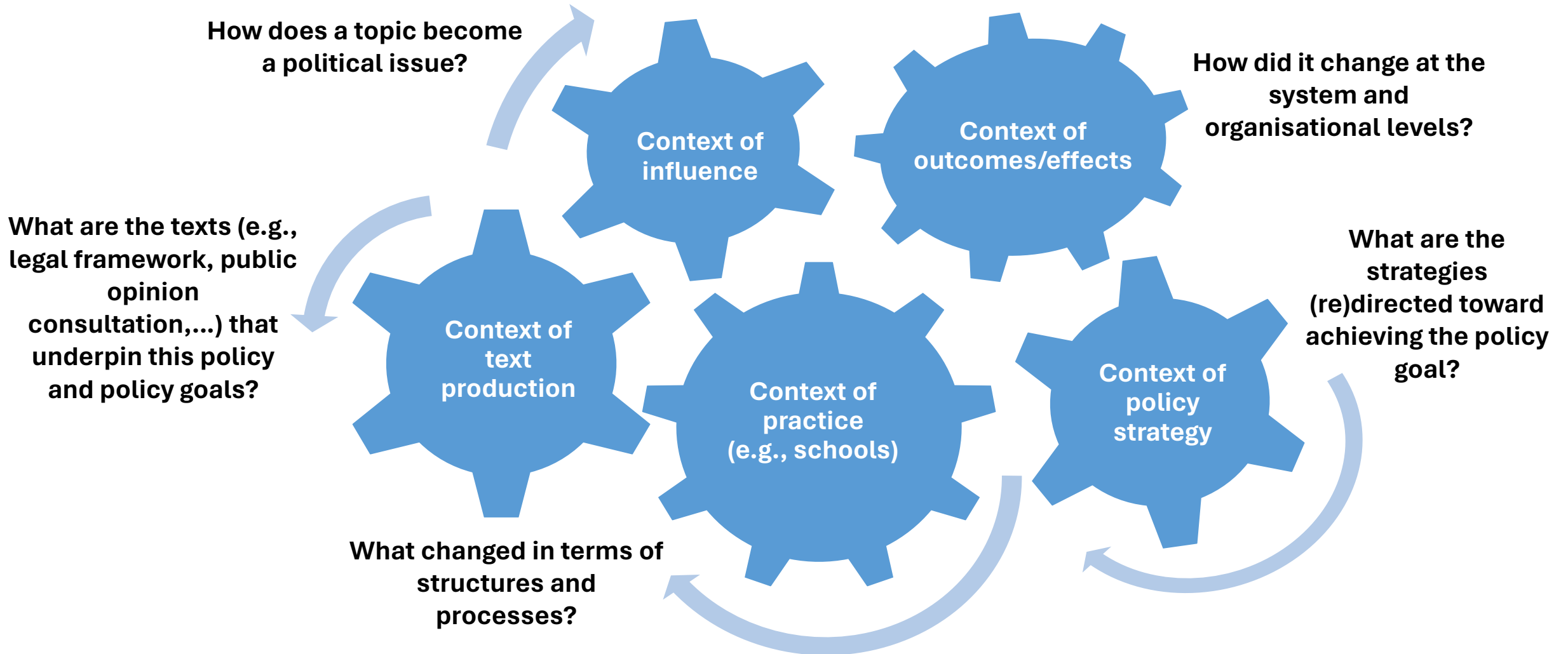
[Policy brief]

Educational and
youth policies
for social
inclusion

What's at stake?

- Policy Analysis educational policies for social inclusion
 - The policy cycle approach
 - How are educational policies for social inclusion promoted?
 - Which institutions/organisations play a role in influencing national and local educational policies?
 - What are the ideas feeding the national and local policy agendas
 - What are the key findings for policies enactment at the national and local levels in Denmark, Norway, Poland, Portugal and Spain?

POLICY CYCLE APPROACH



Bowe, R., Ball, S. & Gold, A. (1992). *Reforming education & changing schools: case studies in policy sociology*. London: Routledge.
Ball, S. (1994). *Educational reform: A critical and post-structural approach*. Buckingham: Open University Press.

DATA AND METHOD

Selection of the *corpus*?

- ✓ Key-words: "social inclusion",
"inclusive education", "educational
policies for social inclusion"
- ✓ Digital data bases: ERIC; UN website;
UNESCO website; OECD website;
UNICEF website; European
Commission website.
- ✓ Time frame: 1990-2022

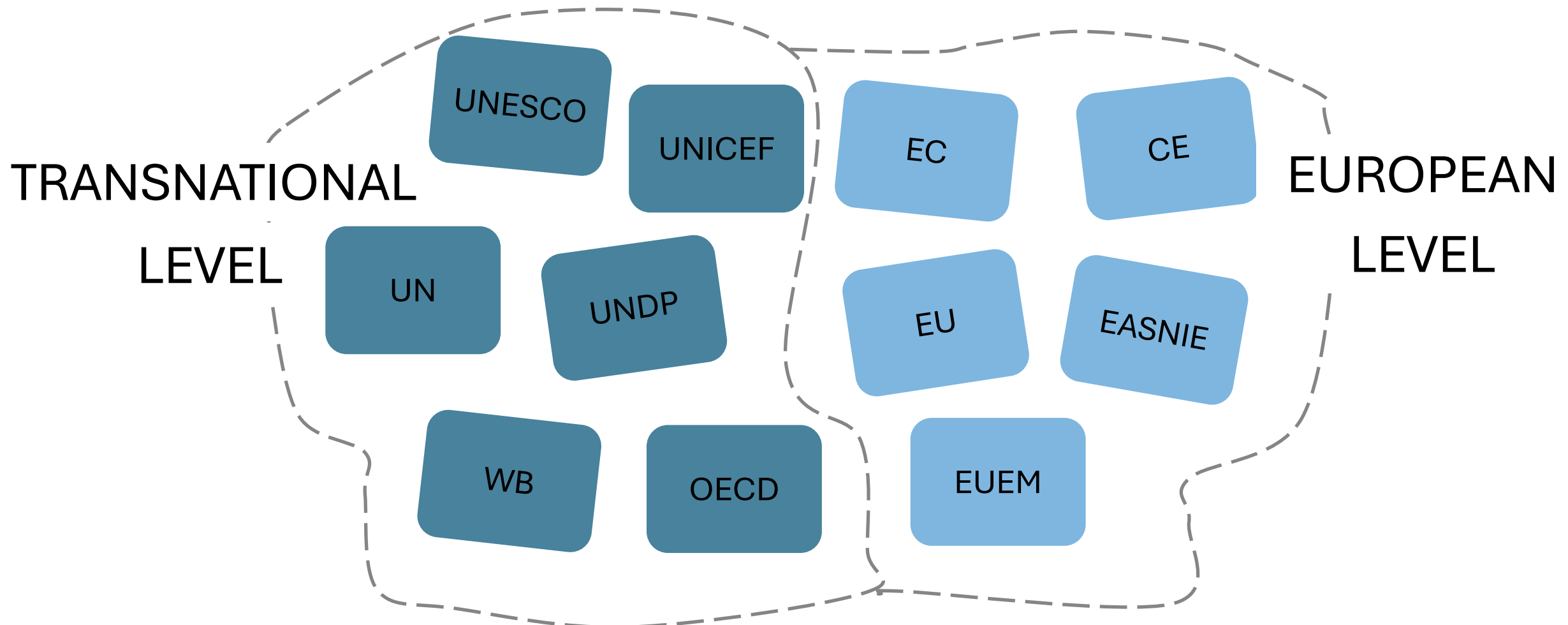
Data analysis?

- ✓ Thematic analysis method (Braun
& Clarke, 2006)

POLICY AS TEXT: HOW ARE EDUCATIONAL POLICIES FOR SOCIAL INCLUSION PROMOTED?



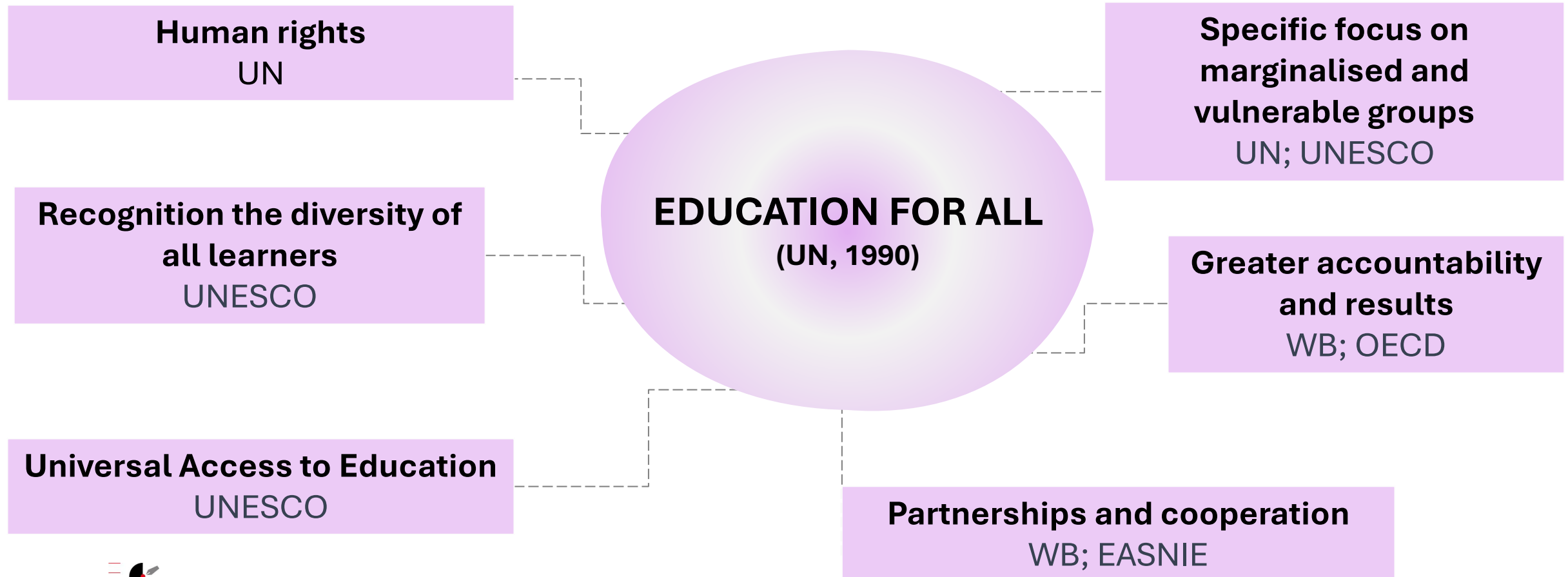
POLICY AS DISCOURSE: THROUGH WHICH ORGANISATIONS AND AT WHAT POLICY LEVELS?



WHAT IDEAS ARE FEEDING NATIONAL AND LOCAL POLICY AGENDAS?

POLICY AGENDAS

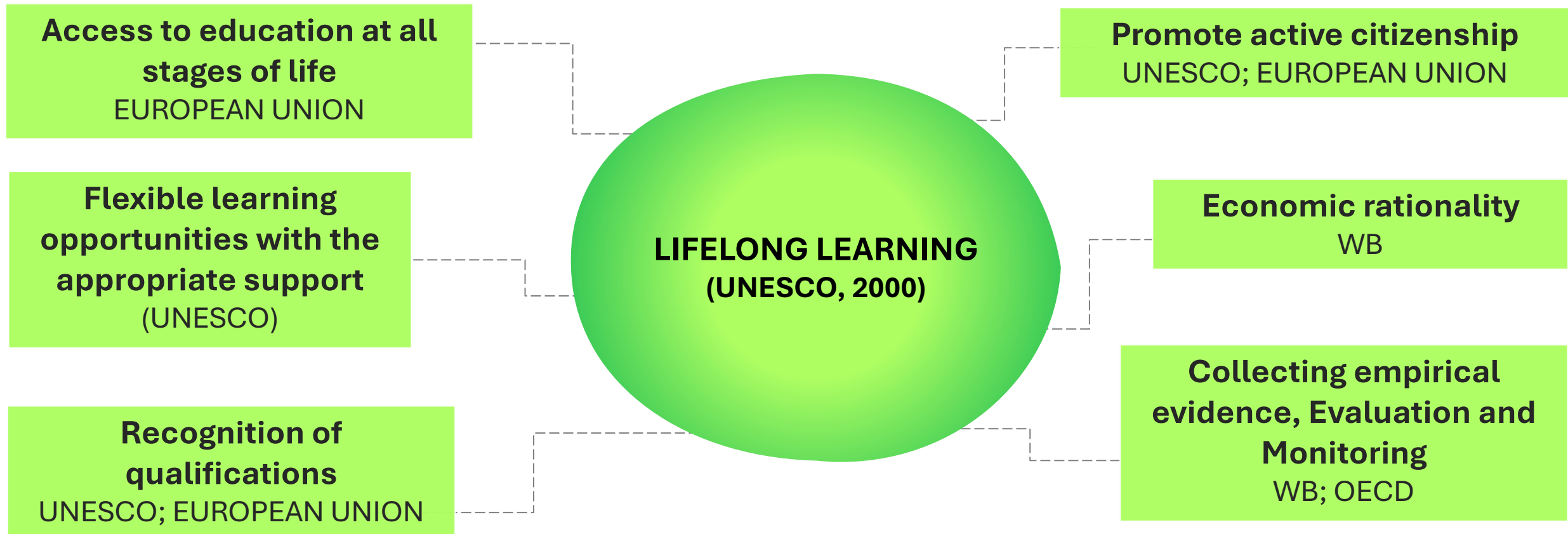
at the transnational and European levels relevant for social inclusion



WHAT IDEAS ARE FEEDING NATIONAL AND LOCAL POLICY AGENDAS?

POLICY AGENDAS

at the transnational and European levels relevant for social inclusion



WHAT IDEAS ARE FEEDING NATIONAL AND LOCAL POLICY AGENDAS?

POLICY AGENDAS

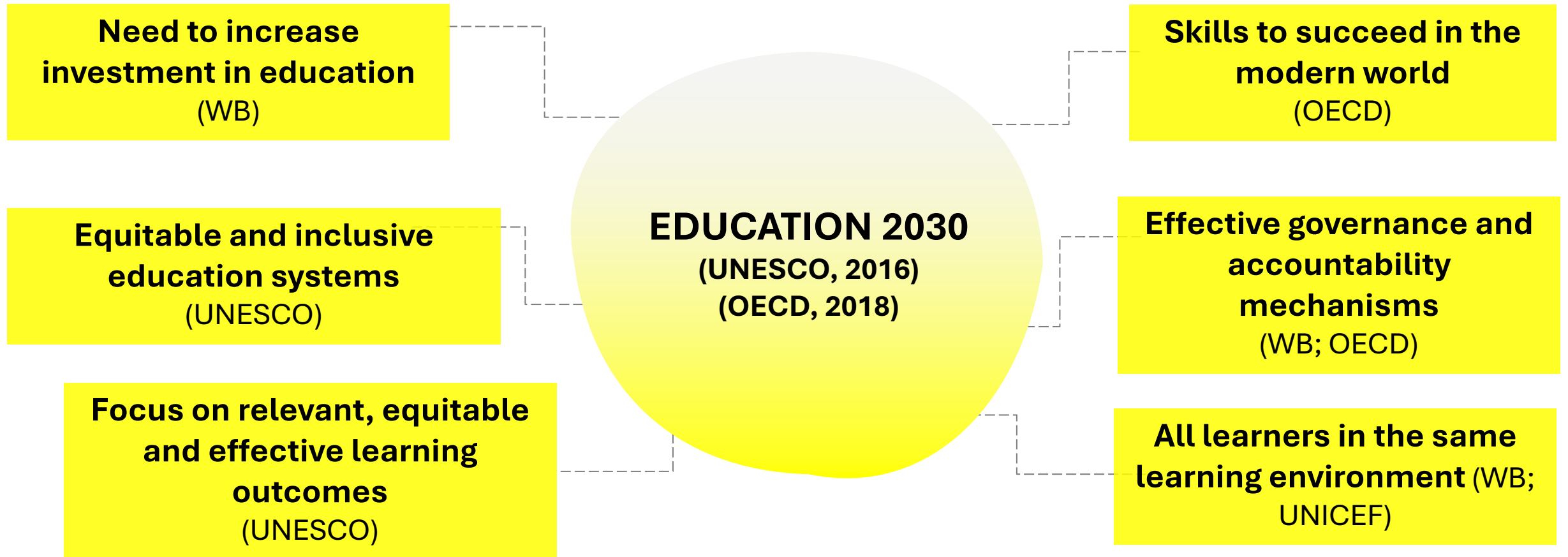
at the transnational and European levels relevant for social inclusion



WHAT IDEAS ARE FEEDING NATIONAL AND LOCAL POLICY AGENDAS?

POLICY AGENDAS

at the transnational and European levels relevant for social inclusion



Denmark

- Folkeskole Act: quality education, equal opportunities, and social cohesion;
- Inclusion Act: focuses on economic perspective, equal access, and combating discrimination;
- Agreement on Better Ways to Education and Jobs: flexibility, innovation, and social inclusion;
- Act on Preparatory Basic Education addresses challenges faced by young people.

Norway

- Education Act emphasises quality and equity, ensuring special education meets individual needs;
- Core curriculum prepares students for future competence needs, aligning with transnational discourses;
- Regional Strategy Plan emphasises collaboration, language proficiency, and socio-economic development.

What are the **key findings** for policies enactment at the national and local level?

Spain

- Organic Law 3/2020 of Education aims for inclusive and equitable education.
- National Strategy for Prevention and Fight against Poverty and Social Exclusion.
- Regional Pact for Social Inclusion addresses various aspects, aligning with SDGs and European Pillar of Social Rights.
- Law 5/2022 focuses on active participation, well-being, and social inclusion of young people.

Poland

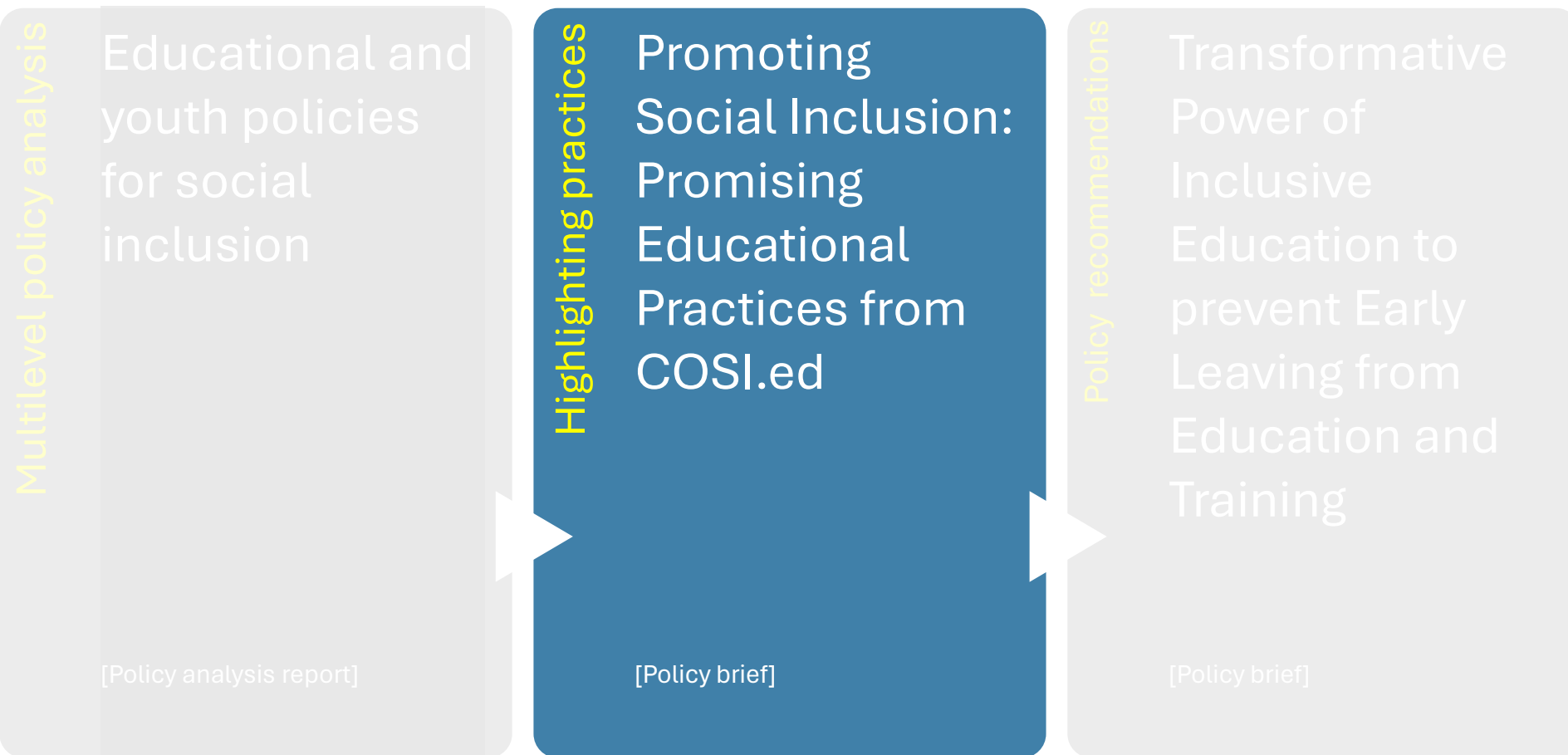
- Law on School Education aligns with EU's Education and Training 2020 strategy, emphasising quality education;
- Act of April 20, 2004, engages with global and European labour market policies;
- Regulations prioritise psychological support, reflecting WHO Mental Health Action Plan.

Portugal

- White Paper emphasizes lifelong learning and partnerships with the private sector.
- Education Act Law 46/86 mandates education until age fifteen, promoting equal access.
- National Programme to Promote School Success addresses inequality.
- Second Chance programme focuses on re-engagement and social inclusion.

What are the key findings for policies enactment at the national and local level?

- ✓ Global and European organisations provide guidelines promoting ideas associated with inclusive societies;
- ✓ Denmark, Norway, Poland, Portugal and Spain enact these guidelines by incorporating into national policies
 - There is convergence on principles, but transnational and local approaches interact and there is a process of policy reinterpretation contingent to national and local contexts;
- ✓ It is visible a policy's commitment to social inclusion, education quality, equal opportunities, and alignment with global, national and regional agendas.



Promoting Social Inclusion: Promising Educational Practices from COSI.ed

What's at stake?

- The experimentation and translation to regional contexts and institutions of the **Indirect Approach** and **Equality Literacy Framework** to empower youth in disadvantaged situations, to promote inclusive practices and reduce ELET.
- The use of **Collaborative Competence Groups (CCG)** in inclusive institution-level and project-level decision-making.
- Identifying promising practices of **Co-Created Education** approaches

Highlighting practices

Promoting Social Inclusion: Promising Educational Practices from COSI.ed

CO-CREATION

- Training sessions
- School activities
- Co-created narratives
- Collaborative Competence Groups (CCG)

INDIRECT APPROACH

- Informal and personal conversations
- Photovoice and collage exercises
- Indirect Interviews

EQUALITY LITERACY

- Drawing exercises
- “Burn of Judas”
- Individual or group conversations

Highlighting practices

Promoting Social Inclusion: Promising Educational Practices from COSI.ed

CO-CREATION

- Training sessions
- School activities
- Co-created narratives
- Collaborative Competence Groups (CCG)



Assembly session in E2OM, PORTUGAL



Co-created diaries, POLAND

Promoting Social Inclusion: Promising Educational Practices from COSI.ed

CO-CREATION

- Training sessions
- School activities
- Co-created narratives
- Collaborative Competence Groups (CCG)



CCG session in Kragero, NORWAY

Promoting Social Inclusion: Promising Educational Practices from COSI.ed

INDIRECT APPROACH

- Informal and personal conversations
- Photovoice and collage exercises
- Indirect Interviews



Collage exercise in FGU Nordvest, DENMARK



Photovoice activity in Kragero, NORWAY

Promoting
Social Inclusion:
Promising
Educational
Practices from
COSI.ed

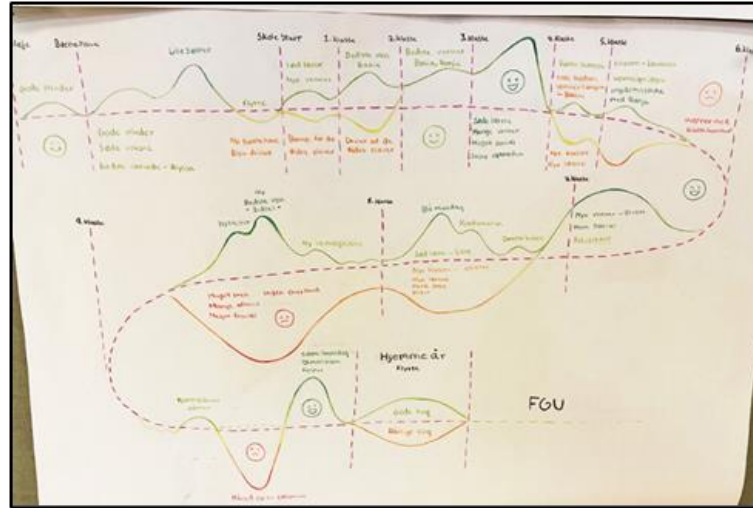


Sikkhona card method exercise in Palma de Mallorca, SPAIN

EQUALITY LITERACY

- Drawing exercises
- “Burn of Judas”
- Individual or group conversations

Promoting
Social Inclusion:
Promising
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Example of drawing exercise, DENMARK

EQUALITY LITERACY

- Drawing exercises
- “Burn of Judas”
- Individual or group conversations

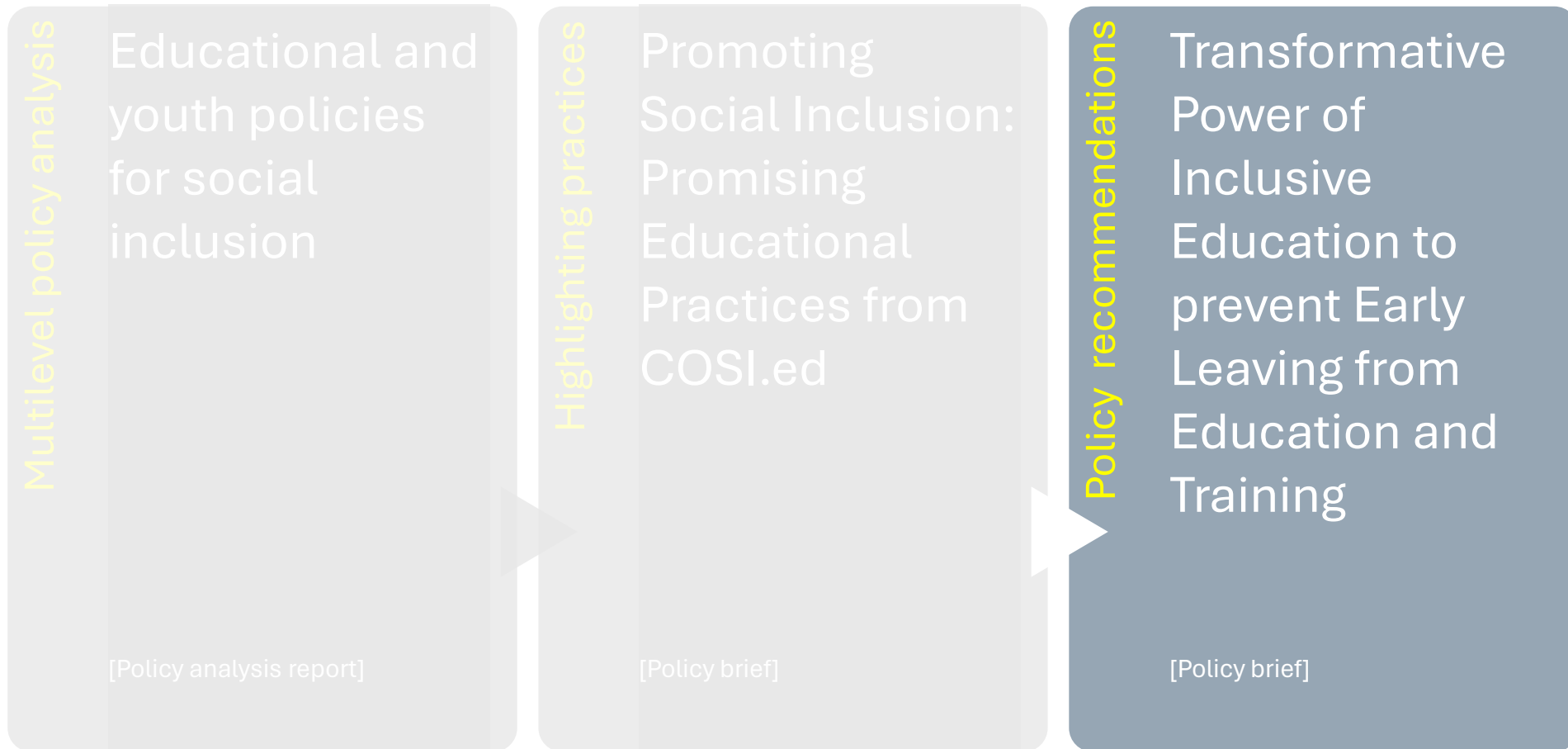


“Burn of Judas” performance,
PORTUGAL

Promoting Social Inclusion: Promising Educational Practices from COSI.ed

What is needed at regional and institutional level?

- Positive Relationships
- Community Collaboration
- Bottom-Up Partnerships
- Collaborative Competence Groups
- Communication and affection
- Safe and welcoming environments
- Educational toolkits and guidelines
- Curricular and pedagogical frameworks
- Individualised support programmes
- Extracurricular activities
- Preventive and compensatory measures



Transformative
Power of
Inclusive
Education to
prevent Early
Leaving from
Education and
Training

What's at stake?

- A call to action for **policymakers**, **educators**, **managers** and **stakeholders** to prioritise co-creation processes and invest in initiatives supporting the inclusion and success of all learners.
- Identifying what must be done both at a **policy** and a **practice** level to upscale **co-creation processes** inspired by the **COSI.ed model components** to empower youth in disadvantaged situations, in Europe.

Policy recommendations

Transformative
Power of
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POLICY DEVELOPMENT AND ADVOCACY

Curriculum
integration

Professional
Development
programmes

Resource
allocation

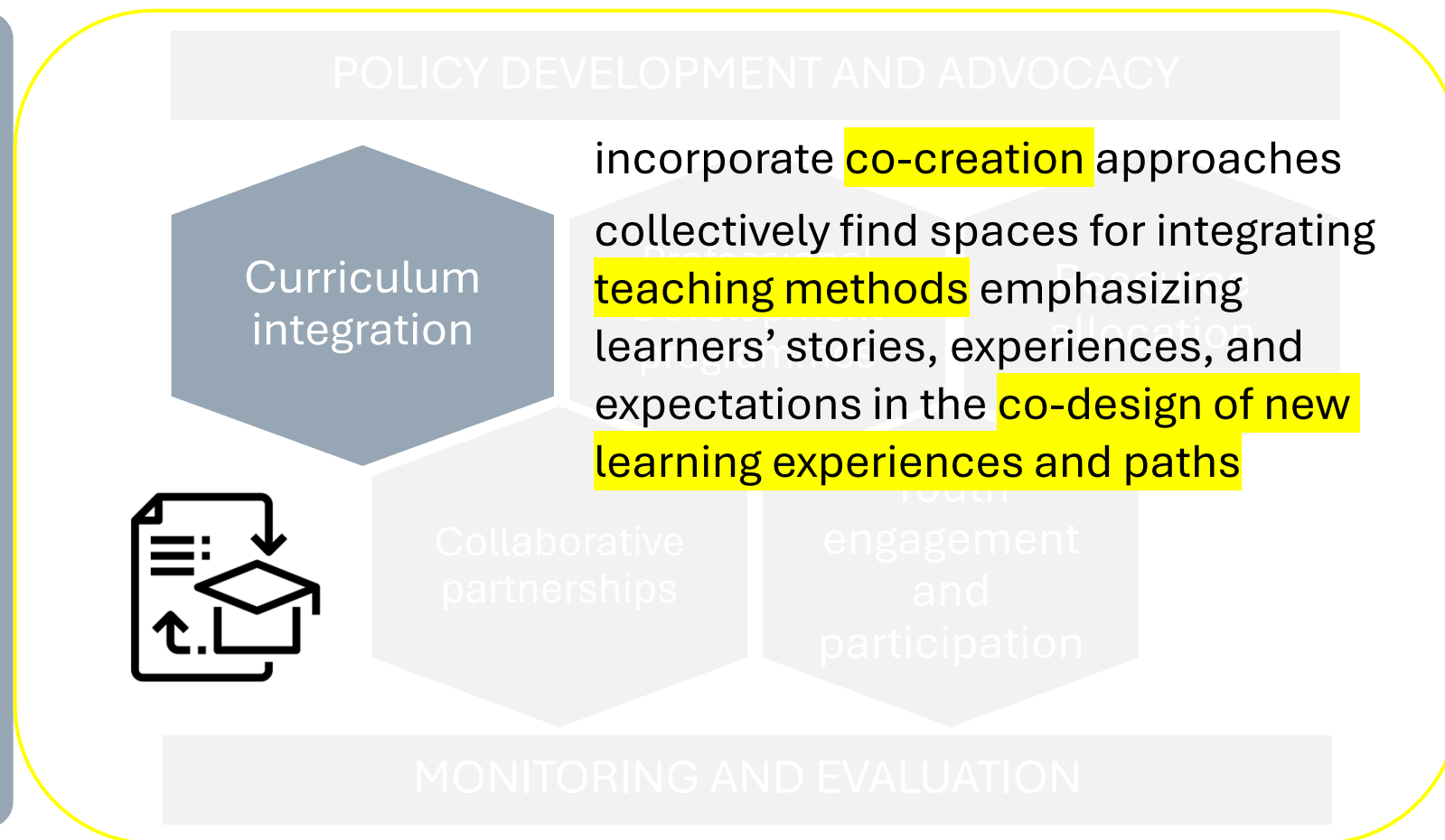
Collaborative
partnerships

Youth
engagement
and
participation

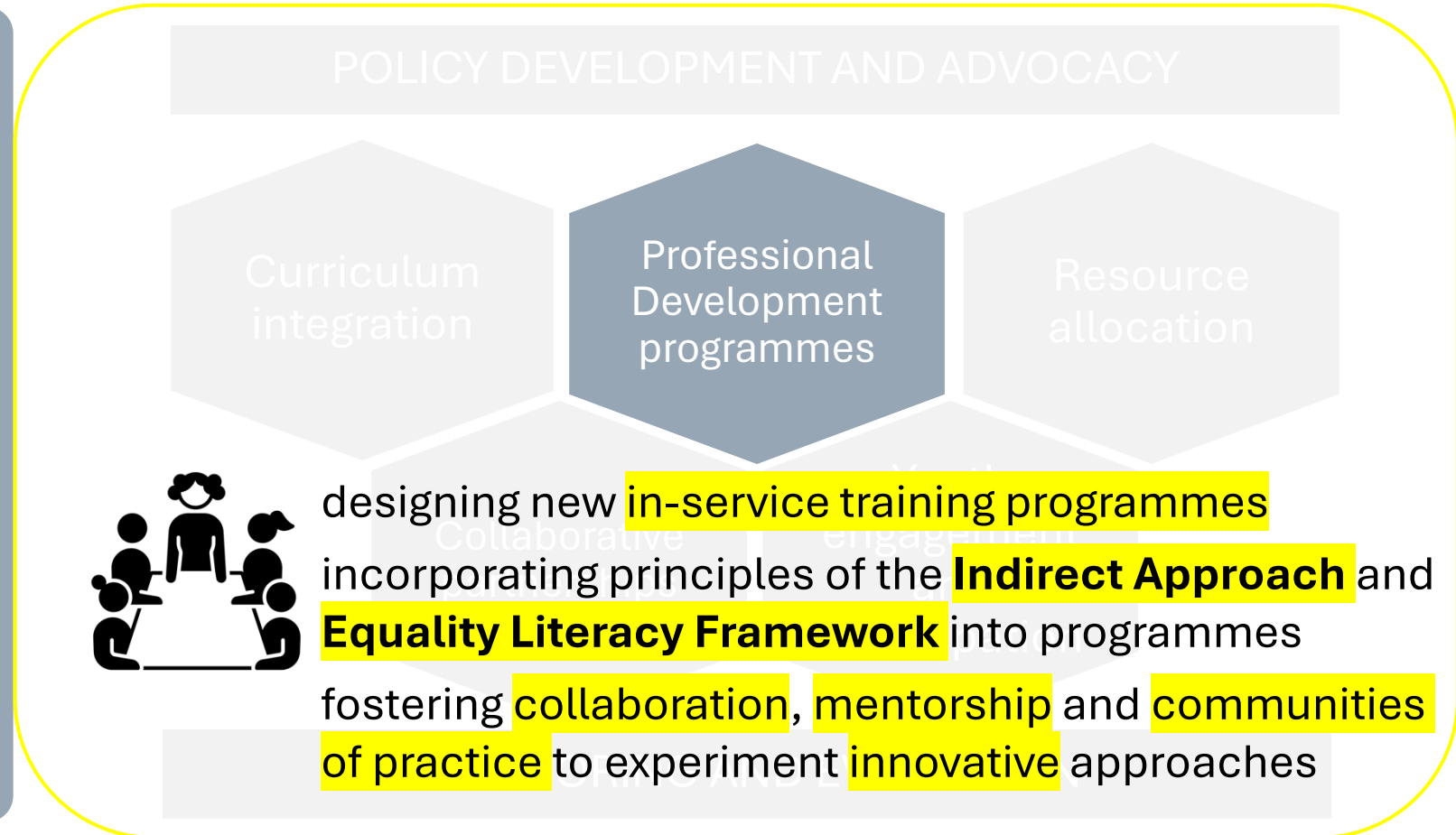
MONITORING AND EVALUATION

Policy recommendations

Transformative
Power of
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Transformative
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Transformative
Power of
Inclusive
Education to
prevent Early
Leaving from
Education and
Training

forming long-lasting and effective **partnerships**
sharing resources, expertise and knowledge

Collaborative Competence Groups can be used in
educational institutions to **co-design**, **support** and
monitor organisational or pedagogical innovations



Collaborative
partnerships

Youth
engagement
and
participation

MONITORING AND EVALUATION

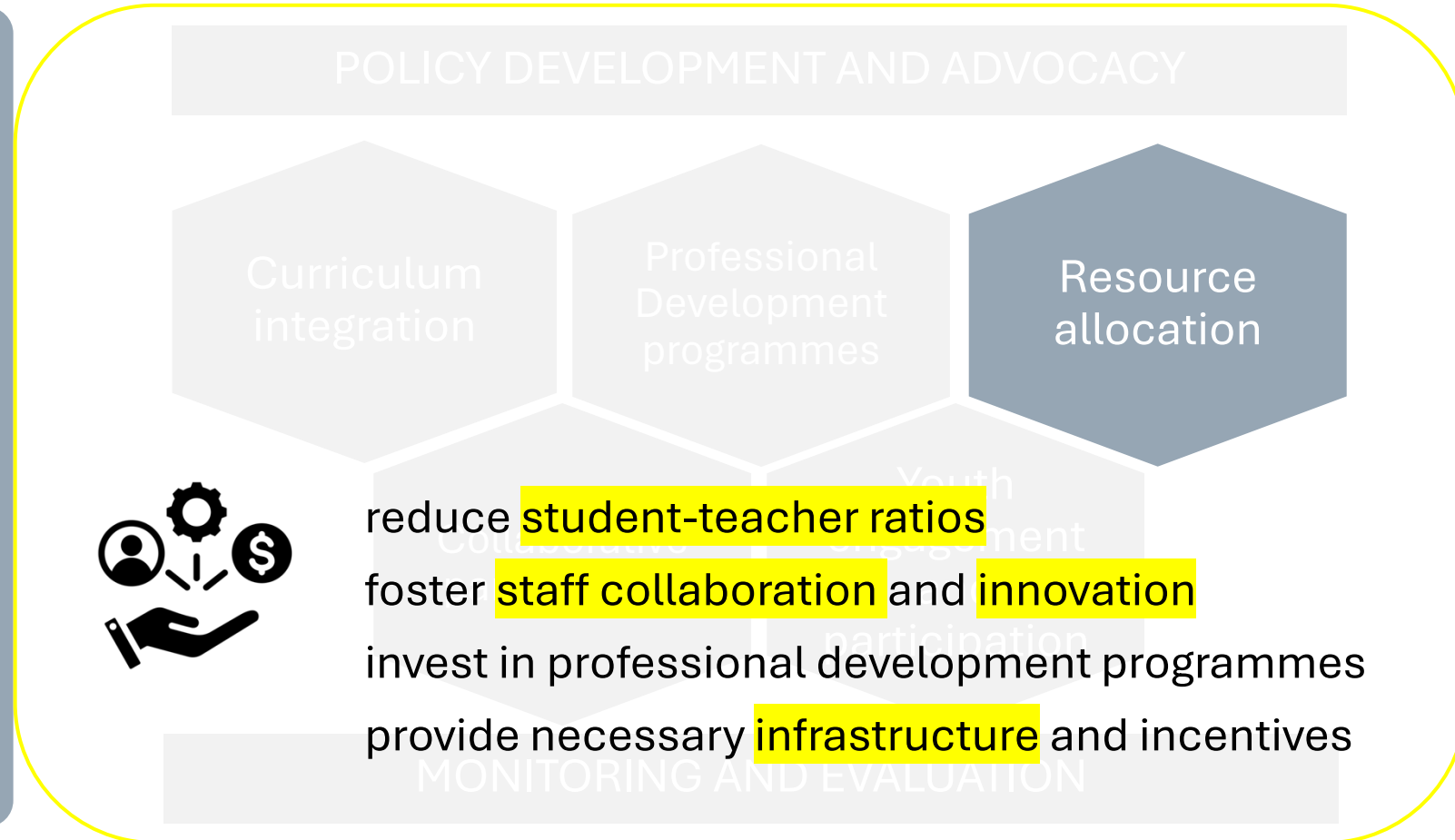
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Policy recommendations

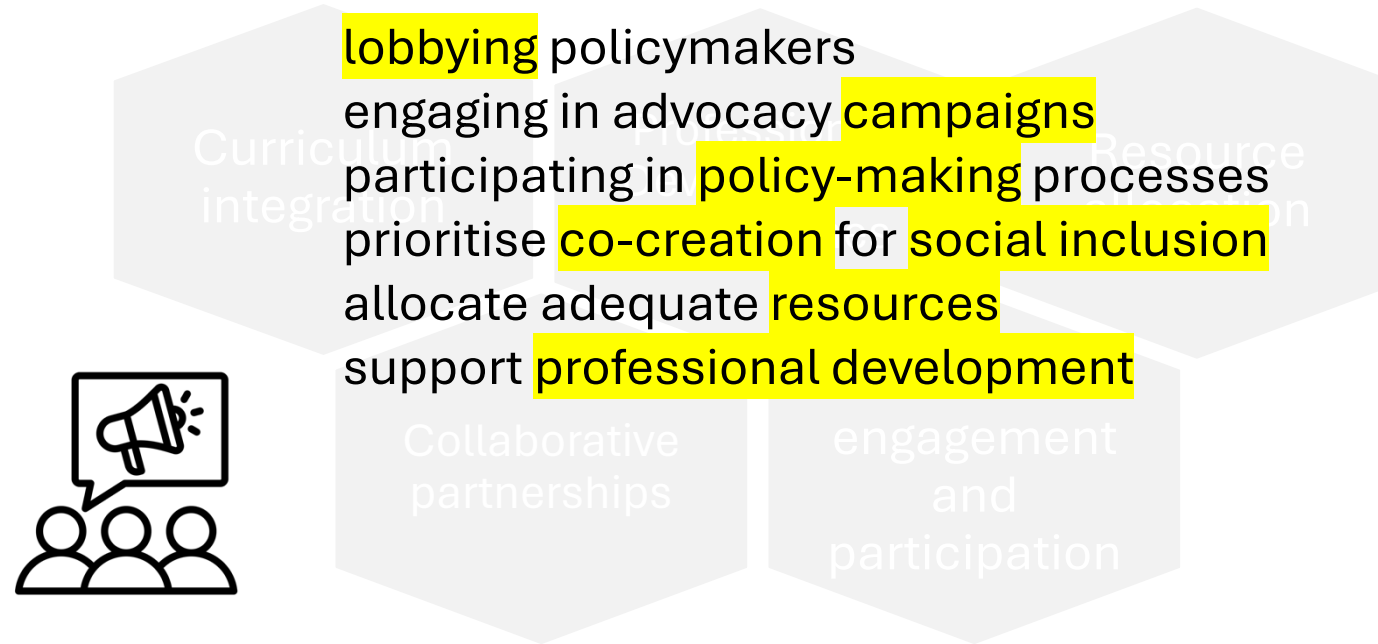
Transformative
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Policy recommendations

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POLICY DEVELOPMENT AND ADVOCACY



MONITORING AND EVALUATION

Transformative
Power of
Inclusive
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POLICY DEVELOPMENT AND ADVOCACY

collecting **longitudinal data** for
conducting research on pressing issues
soliciting frequent **feedback** from stakeholders
assessing **progresses**
considering different layers of **time** (individual,
group, organisational, managerial, professional)
identifying areas for **improvement**
devising **action plans**



MONITORING AND EVALUATION

What to do next?

TEAMS' CONCERNS

How to **expand** the model and its proposals?

How can we **adapt the measures** to each country and institutional policy and organizational culture?

Questions? Suggestions?

What to do next?

YOUTH' CONCERNS

1. What will you do to prioritize the **small special schools** (e.g. second chance schools) in Europe?
2. What will you do to fight against **bullying** ?
3. What will you do to rise **youth voices** in development of schools in all countries?
4. How will you **support teachers** in the changes we suggest for schools?
5. How can we **change the school system** to make it more COSI?

Questions? Suggestions?

PARTNERS



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FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
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Universitat
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Presentation

Paola Di Marzo

Question: how the introduced model and recommendations connect to the work you do in your institutions and how joint efforts can contribute to expand the produced recommendations to other educational contexts.

As an NGO representing international students, the work of ESN follows two main trajectories;

- Improving access: making sure all students can access opportunities to have more mobilities regardless of their background, and that those meet their needs.
- Increasing Impact: fostering civic engagement on exchange by leveraging the transformative role of the mobility experience.

This two-dimensional compass - improving and accessing impact - is very much in line with the COSI.ed project: as the project wants to design interventions that address the root causes of educational disadvantage and promote more equitable learning experiences for all young people, ESN strives to make **mobilities** more accessible and inclusive as we see them **as a potential tool to support upward social mobility across Europe**, since, according to the Erasmus Impact Study (2019) students taking part in an Erasmus mobility are 23% less likely to be unemployed 5 years after graduation.

Unfortunately, we are aware that mobility is still **not accessible for many**: according to the EUROGRADUATE pilot survey, the social background of students is an important factor that impacts mobility, with students more likely to participate in mobility if their parents are Higher Education graduates themselves.

In this regard, ESN coordinated a project called **SIEM** whose objective was also to widen participation of underrepresented groups in the Erasmus+ programme in order to make the programme more inclusive. The SIEM research shows that **Finance** continues to be a major barrier to students accessing mobility programmes, and this barrier is greater for students from less advantaged backgrounds.

- Scholarship do not cover costs, especially in big cities with housing issues
- loss of income or student jobs while abroad
- Isolation
- Fear of discrimination (a fear stressed by the non-mobile ethnic minority respondents)

In your models, the COSI.ed project states *that educators should take into account the context to design interventions that address the root causes of educational disadvantage and promote more equitable learning experiences for all young people*. I see here some resonance with ESN-led SIEM project. In our recommendations, we ask to:

- **Define ‘fewer opportunities’** at the institutional level to take into account
 - The broad social context (socio-economic situation, cultural, regional, and historical conditions)
 - young person’s local circumstances (community, school, family)

- individual situation

And to consequently:

- develop a **strategy** at the European, National and Institutional level to target those groups and ensure their participation in mobility programmes
- Considering **financial support systems and clear and transparent related information**
- **Diversifying mobility programmes** in terms of duration and formats to meet the needs of those who for different reasons cannot participate in long-term mobilities.

And this is also another point we have in common with your recommendations as you advocate *prioritising the development of flexible training programmes tailored to the individual needs of the most vulnerable groups*.

Another point I read in the COSI.ed Model is that it *advocates for a shift from traditional hierarchical structures to an involvement of young people as active participants in decision-making and solution-finding*. I think we all agree that young people are expressions of society and, well, given our nature, ESN also advocate for involving students and their representatives to discuss barriers and challenges by

- Creating clear communication channels
- Proposing feedback sessions
- Ensuring accessible information
- Equal treatment
- Peer to peer communication (At the institutional level)

However, there is another aspect that I found interesting in the COSI.ed project work: the participation of students in **teaching methods**. I am not a pedagogical expert but, in our projects, we also investigated innovative learning methods that are more engaging and boost the enhancements of certain skills. This reminded me of a project we are currently running, together with ACA, called ECEM - Enriching Communities through Engaged Mobilities, where we touch upon service learning, recognised as an engaging teaching method that connects academic concepts to practical experiences, which fosters links between the higher education institution and the community and promotes active and responsible citizenship among students.

Service-learning in higher education is an experiential educational method in which students engage in community service, reflect critically on this experience, and learn from it personally, socially and academically. The activities address human, social and environmental needs from the perspective of social justice and sustainable development, and aim at enriching learning in higher education, fostering civic responsibility and strengthening communities. Service-learning is always recognized with ECTS.

Service learning is placed at the intersection of academic learning, practical experience, civic engagement, volunteering, and civic education. This means that two vital components converge: **the educational aspect** and **community service**.

Three key stakeholders can be identified, who should act jointly in a synchronised and structured manner:

- **the higher education institution** (academic staff, leadership, support services)
- **the community-based partner** (the civil sector, an anchor institution, local authorities etc.)
- **the students.**

Why am I mentioning this? Because in the document of the COSI.ed model I read that *At the heart of COSI.ed lies the assumption that co-created education and training empowers young people, increasing their educational and social inclusion as a result.* There are many ways of implementing service learning and one of them is for example **Collaborative challenge-based learning** where students and mentors co-create service learning projects which address pressing issues in the community. In this method, the class is ideally culturally varied to address challenges and design solutions taking into account different approaches and perspectives.

Besides being an innovative method that enhance theoretical and practical skills and knowledge, we see in this ESN as a way to foster

- Agency, self-esteem
- Active citizenship and boost the participation of students at the academic level, which might lead to a more participation in the institution governance but also in the democratic life in general

Through co-creation with students and mentorship, academics and administrative staff support the design of service learning projects that address pressing social issues, such as environmental conservation, community health, or social welfare within the host country or other local or regional societal concerns. By collaborating with local researchers, organisations, or communities, students can conduct research that addresses real-world challenges and contributes to positive change.

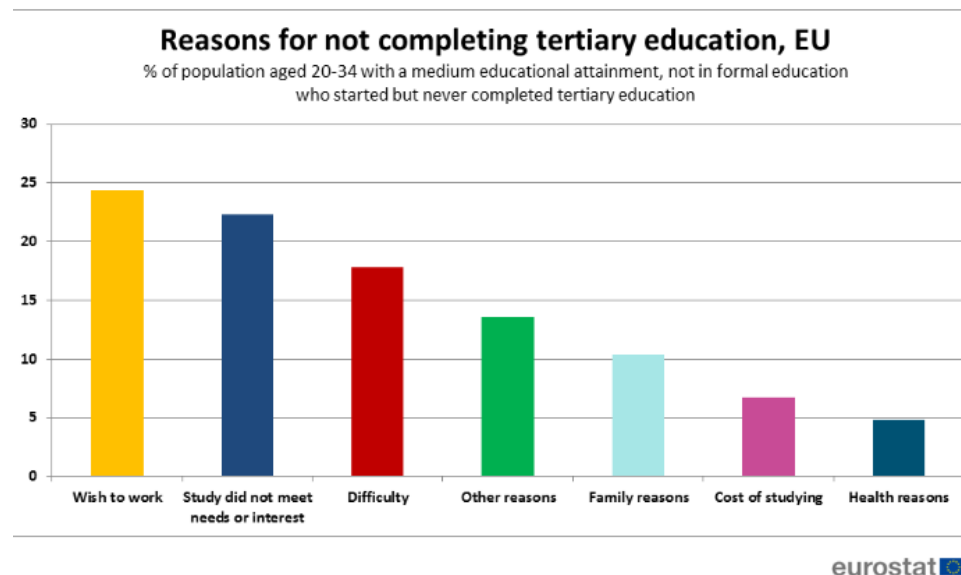
The idea is to use service learning to connect students, local community and university and serve the society as a whole.

—

Another point if needed - university drop-out

According to a Eurostat report of 5 years ago, over 3 million young people in the European Union (EU) had been to university or college but had discontinued their studies at some point in their life. The main reasons for not continuing their education were numerous. They included a desire to work instead (reported by about 25%) or finding their studies uninteresting or not meeting their needs (given by 22%). Almost 18% cited the degree of difficulty of their studies, whereas about 10% reported that they dropped out because of family reasons. Finally, around 7% struggled with studies because of financial reasons and 5% reported health problems.

More women than men reported that they discontinued their studies because of family (16% vs 6%) and health (6% vs 4%) reasons. However more men than women dropped out of tertiary education citing the wish to work (28% vs 21%). Similarly, more men than women named problems related to the difficulty of the course work (20% vs 16%).



Presentation

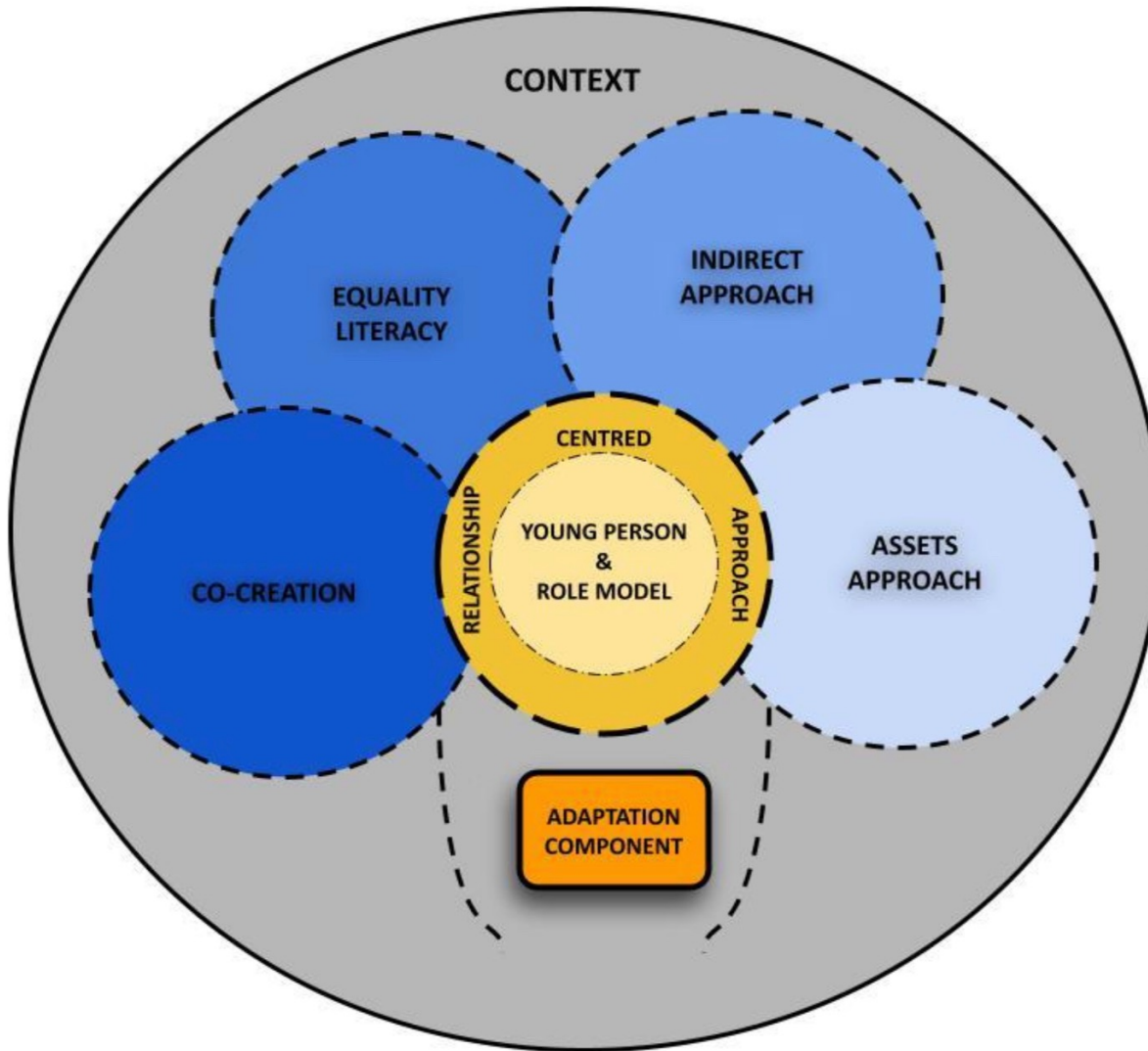
Martin Bodgan

Presentation Notes:

- Local context in which inclusion initiatives are implemented, is crucial, as well as co-creation between a variety of stakeholders.
- Equality literacy framework developed in the context of COSI.ed serves as a useful analytical tool in identifying current practices within an institutional context.
- The “indirect approach” proposed by the project can be used to develop and maintain trust among people involved.
- Collaborative competence groups are the format in which different actors can meet regularly.
- Relationship-centered approach should be supported to maintain balance between those actors, especially in avoiding putting big burden on teachers and administrators.

Presentation

Tine Prøitz



COSI.ed

Brussels 15.05.24

Prøitz

Professor/Vice dean research

Faculty of humanities, sports
and education science

University of South-Eastern
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Core message of COSI.ed model

- .. to counteract the educational and social exclusion of young people, we must aim at building an equal relationship (IA, EQL), understanding the world of marginalised groups (IA, EQL), providing them with a voice (EQL, IA), giving them agency (EQL), weakening structural mechanisms of marginalisation (EQL), building on and enhancing youth's strengths (AA), and building an institutional climate conducive to equality and social justice understood here as professional skills gathered around (Youth-Adults) Relationship-Centred Approach (RCA).



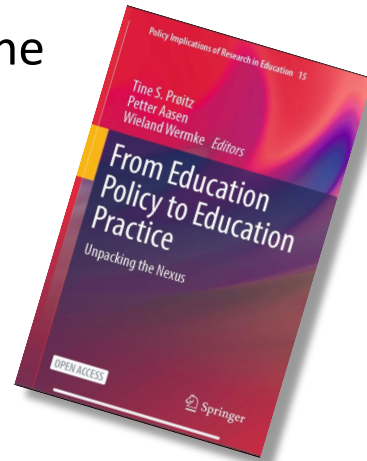
Congratulations!

- Highly ambitious and complex project, involving a range of actors, context sensitive and locally and regionally grounded aiming for knowledge development about highly relevant and pressing issues that educators globally struggle with.
- Successful partnerships:
 - ✓ (1) involve practitioners from the start,
 - ✓ (2) involve practitioners in most phases and
 - ✓ (3) are marked by equality in power and decision making and by the sharing of a common goal.
- Long term perspective, approach, collaborations and investment



How does the introduced model and recommendations connect to the work you do in your institution?

- Researching connections and relations between diverse actors in education including students:
- **Education policy and education practice nexus** – what happens in the intersections between policy and practice, when different actors in education meet, what are the potentials of the nexus and what drives and hinders productive processes of collaboration? ([Prøitz, Aasen & Wermke 2023](#))
- **Research practice partnerships** - what characterise well functioning RPPs and what does it take to build sustainable partnerships in education.



SEPP conducts research on a broad set of topics in educational science and is particularly concerned with the intersection between policy and practice throughout the whole educational process, across different layers of governance.

Recent studies of relevance in [SEPP](#):

- Group work/student engagement (Stenersen 2022, 2023),
- teacher and leadership autonomy (Dieude 2024ab, Dahle 2024, Sundberg 2024),
- examinations and validity (Syverud 2024), teacher involvement in curriculum reform (Finnanger 2024),
- research practice partnerships in education (Prøitz & Rye 2023)



It also connects very well with recent work in the Norwegian education policy setting emphasising student involvement and inclusion

- Implementation of the revised education act and new national curriculum emphasising students rights to be involved in all matters that concerns their school life.
- National commission on quality development in Norwegian schools (1-13th grade) with several recommendations to the government:
 - Annual dialogue meetings between all local actors including students for quality development
 - Stronger involvement of students in decisions regarding quality development in class, at the school and in decision making at local and national authority level

NOU2023:1 & NOU2023:27

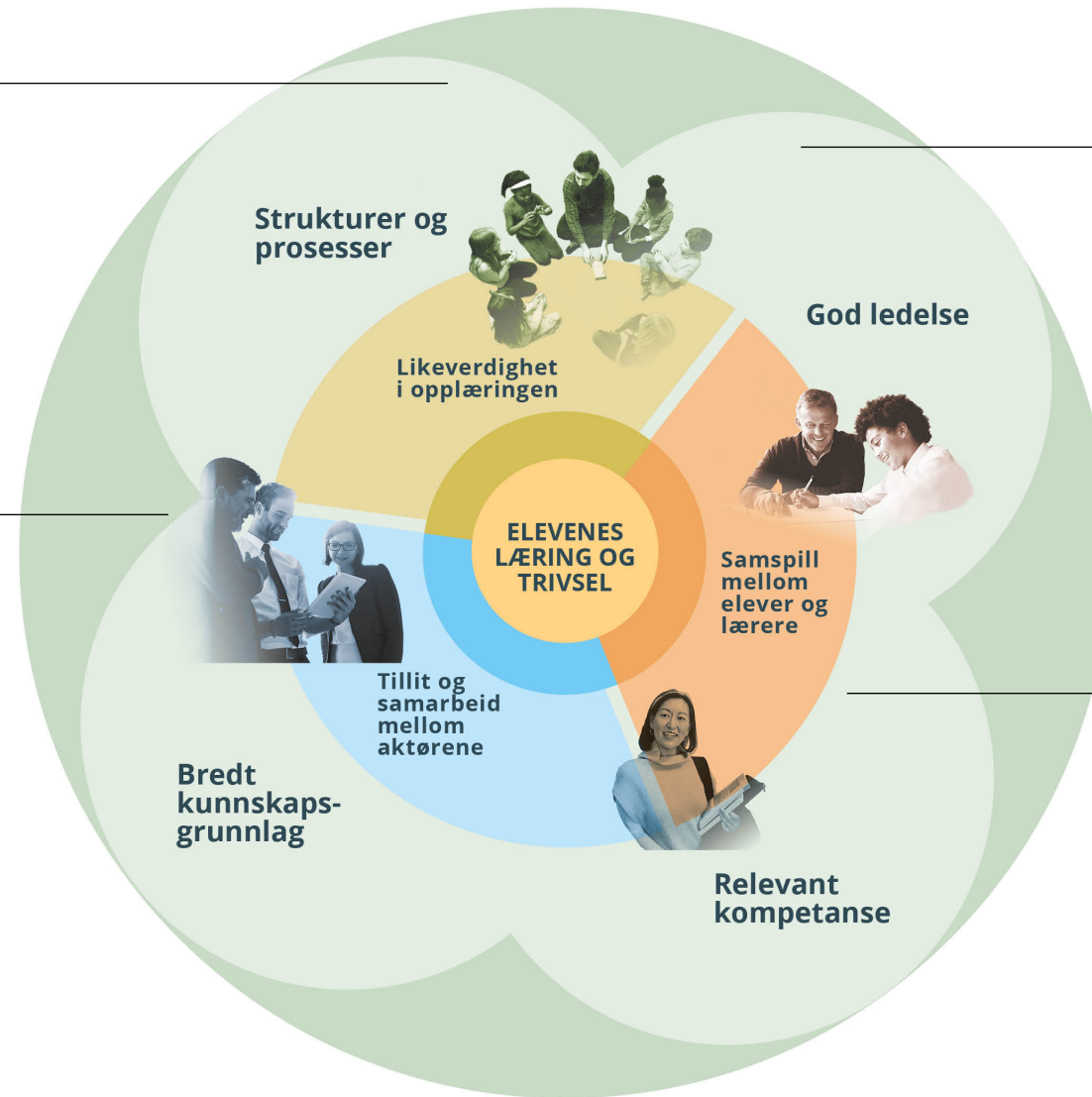
Summary booklet of international seminar arranged by the commission:
<https://www.regjeringen.no/contentassets/85cc09d37f604868b31cd0da68aaa200/no/sved/01ny.pdf>

A new national system for quality development in Norwegian schools

Main purpose and goal
(center): Student
learning and well being
in school

Principles (inner circle):

- Equality in education
- Student - teacher interaction
- Trust and collaboration between actors



Premises for success (outer circle):

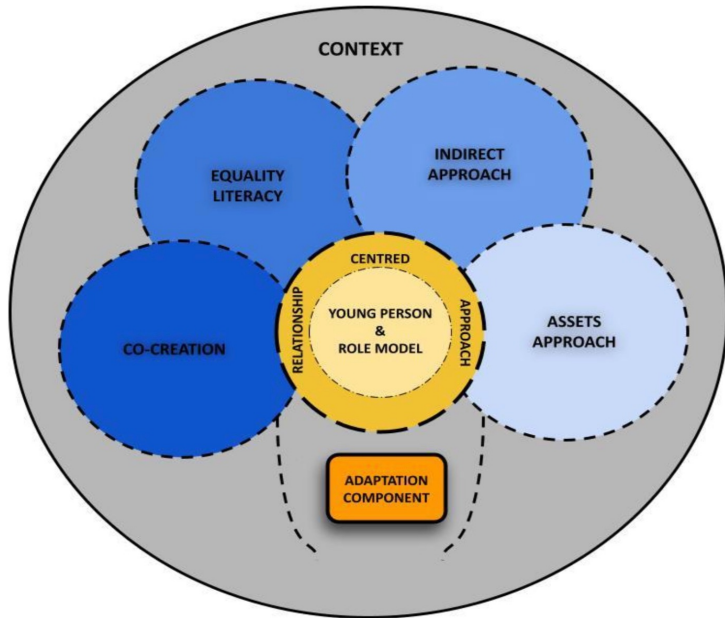
- Structures and processes
- Broad knowledge basis
- Relevant competence
- Good leadership at all levels

Education ecology

- Eisner emphasises the importance of understanding education as a complex and composite phenomenon.
- He talks about different dimensions of education that are equally important for maintaining the balance of education ecology.
 - intention, structure, curriculum, pedagogy and evaluation
- Eisner warns that imbalances in the ecology of schooling can limit the effects of educational reforms and initiatives like COSI.ed
 - For example when education systems gets too focused on evaluation, monitoring and assessment
- Imbalance is not just about the overall ecology of schooling but also represents a risk in the relationship between teachers and students.

(Eisner 1967, 2005, Prøitz & Nordin 2020)





- What imbalances have you experienced in developing the model and with reference to context sensitivity, such as your local context?
- What did you do/can be done to meet such challenges?
- What new issues have emerged? Knowledge development can solve problems and very often lead to new ones – where to next?

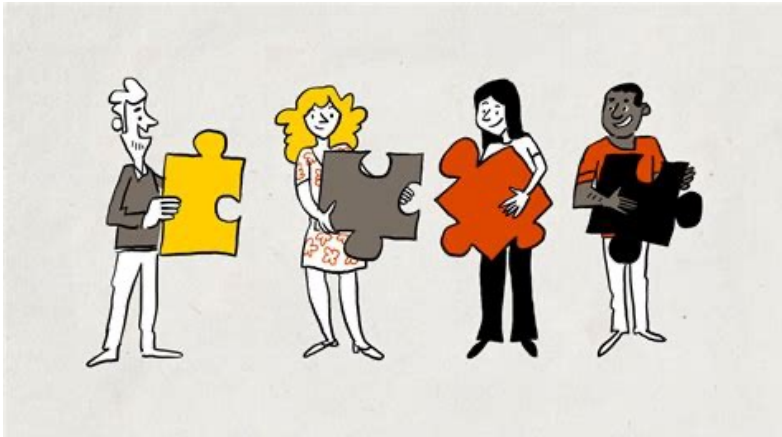
Co-creation and knowledge/model development

«Knowledge is seen as constructed through social interactions, with young people actively contributing their experiences and perspectives. Consequently, the European COSI.ed Model advocates for a shift from traditional hierarchical structures. Young people are viewed as active participants in decision-making and solution-finding.

Co-creation is not merely theoretical. It is intended to be applied in practice to improve educational experiences and support young people.»

Collaboration, co-construction, co-creation

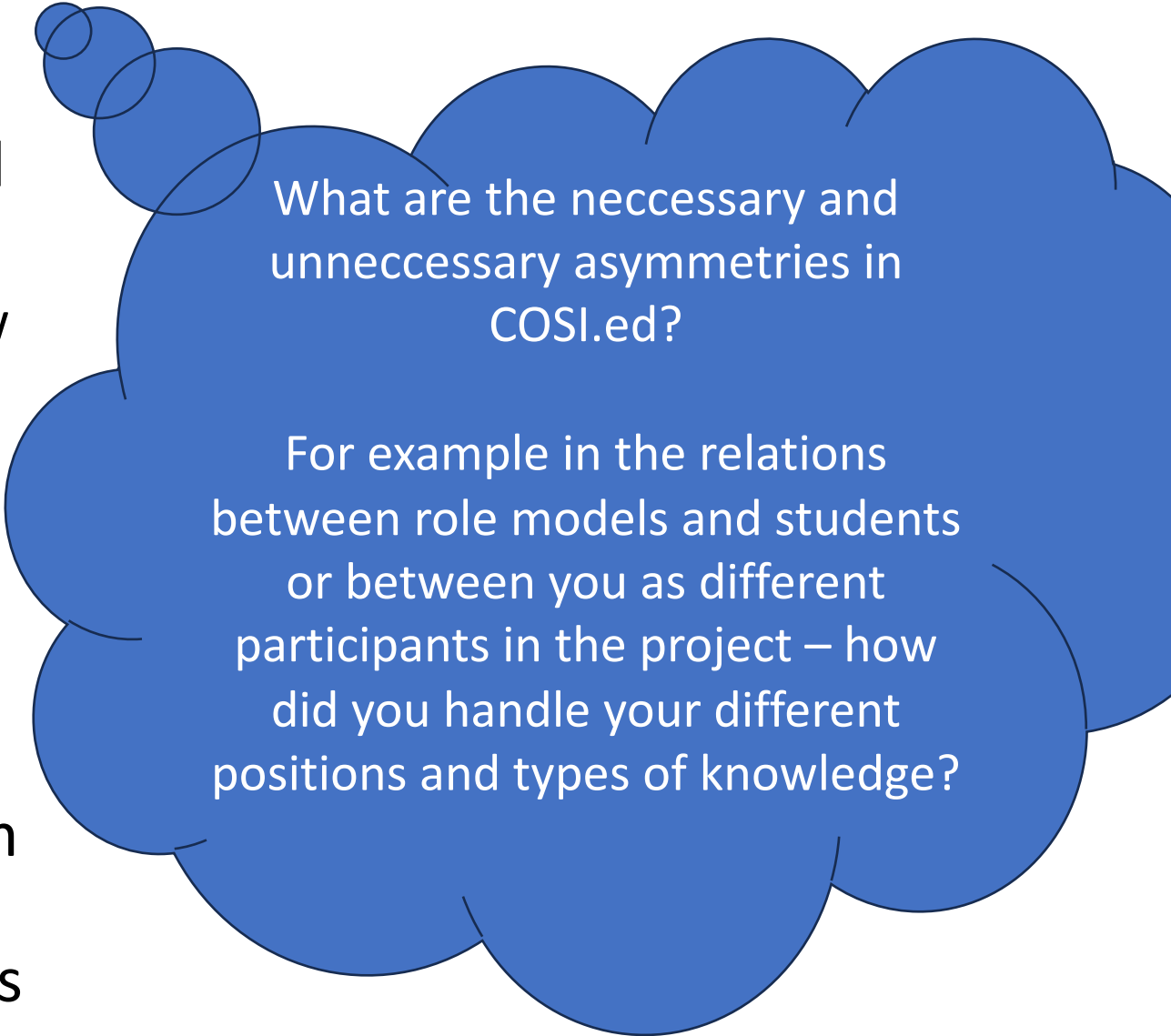
- Popular and trending concept that indicates equality, togetherness and shared goals in collaboration
 - Potential for productive processes in which actors' perspectives can meet on an equal footing and lead to new perspectives and mutual development.
 - Potential to mask power structures, undercommunicate that various actors have different purposes and even conflicting or competing goals
- Extra challenging when actors that are superior to each other are supposed to meet as equals.
- Relationships between adults and children and youth such as teachers and students are asymmetrical relations not only by age, experience or knowledge but also by the fact of asymmetrical responsibilities.
- The adult, teacher or other professionals are formally and legally responsible for the teaching, learning, inclusion and well being of any child/youth, while students are not.



(Prøitz & Rye 2023)

- In collaborations aiming for co-creation there are both necessary and unnecessary asymmetries,
 - to recognise what they look like and how they might impact the potential for relational work involving students and professionals are often important for successful collaborations.

«By giving young people control over the conversation and encouraging them to tell their own stories, the indirect approach empowers them and validates their voices.»



What are the necessary and unnecessary asymmetries in COSI.ed?

For example in the relations between role models and students or between you as different participants in the project – how did you handle your different positions and types of knowledge?

Thank you for all the work and for sharing – where to next?

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