How to establish and run Collaborative Competence Groups (CCGs)

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WP6 – CCG facilitators in COSI.ed

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What is a Collaborative Competence group (CCG)?

A group where representatives of relevant stakholders come together to collaborate and disucss topics related to reserach or policy projects

Background

- Epistemological
  - Co-creation of knowledge

- Empowerment
  - Engaging young people

- Political
  - Democratization of knowledge

- Ethical
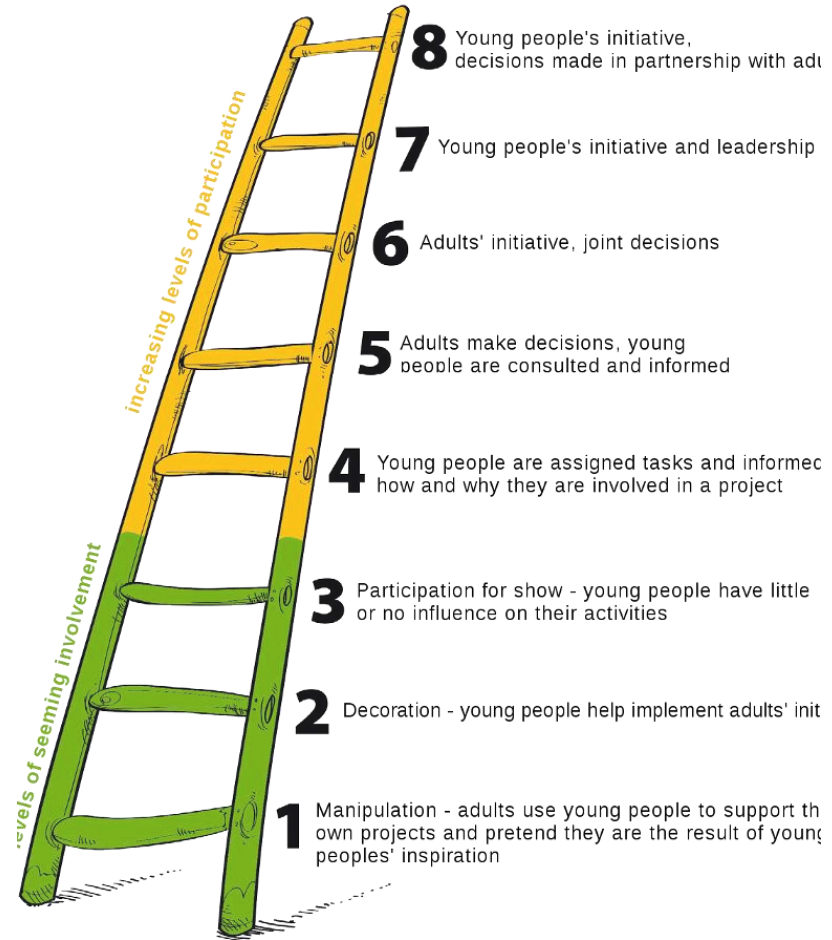 - Involve the already involved

- Change
  - Participation

"The key epistemological assumption in participatory research is the belief that knowledge is embedded in the lives and experiences of individuals and that knowledge is developed only through a cooperative process between researchers and experiencing individuals"

(Borg, Karlsson, Kim, & McCormack, 2012)

Patterns of Youth Participation in Research

1. youth as subjects

2. youth as consultants

3. youth as partners

4. youth as directors

(Checkoway, B., & Richards-Schuster, K. ,2003)

8 Young people's initiative, decisions made in partnership with ad[ults]

7 Young people's initiative and leadership

6 Adults' initiative, joint decisions

5 Adults make decisions, young people are consulted and informed

4 Young people are assigned tasks and informed how and why they are involved in a project

3 Participation for show - young people have little or no influence on their activities

2 Decoration - young people help implement adults' init[iatives]

1 Manipulation - adults use young people to support their own projects and pretend they are the result of young peoples' inspiration

increasing levels of participation

levels of seeming involvement

(Hart,1997).

Experience based knowledge

- A constructionist paradigm of knowledge:
  - Subjective , contextual and created

- Co- creation of knowledge
  - Co-creating of people
  - We are shaped by each other

- Youth are subjects (not unfinished adults)
  - Their lived experiences will influence the knowledge production

Co-creation

- Stakeholders collaborate on finding news sollutions

- All stakholders are important

- Contribute to upscale the COSI model

- Feedback on the COSI model

- Compare the different contexts / counties
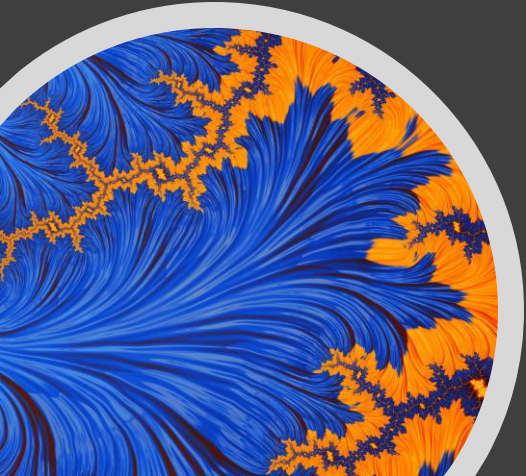
Who should be members of CCGs?

- Stakeholders that are relevant to the project

- The stakeholders should be identified in the project

- Remember to include stakeholder at all levels

How can CCG members be recruited?

- CCG members should be recruited through the project

- Project members can be important gatekeepers in the recruitment

- The potential members should have important information of the concept of CCGs

- The facilitator is responsible for the recruitment

When, where and how should meetings be held?

- The frequency of CCGs should be adapted to the projects needs

- The CCG meeting can be held in-person or online adapted to the projects needs

- If it is arranged in-person the meetings should be arranged

 in a time and place convenient to all members

Freqency of meetings in COSI.ed

- National CCGs meet 3 times a year

- International CCGs met annually

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CCG - Norway

Collaborative competence group

- 2-3 disadvantaged youths
- 1 Higher education student
- 1 policy maker
- 1 teacher
- 1 researcher
- 1 facilitator (leader)

- Met 3 times a year from 2021-2024

CCG - Portugal

The collaboration- CCG

- Discuss topics requested by the project/ Consortium

- Input for implementation of the intervention

- Input for the devolvement of the model

- Input for policy

- Collaborated in dissemination

International CCG

- Denmark, Poland, Spain, Portugal, Norway
- Particiapants: young people,tacher, HE student, receachers, policymaker, facilitatos
- Discussed the project cross national
  - 3 meetings
  - Presented each country
  - Discussed topics/ models / recommendations requested from the project Consortium
  - The result from discussion of topics/models/ recommendations were brought back to the consortium

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The CCG facilitators tasks

- Recruit participants to the CCG

- Make an annual schedule for all meetings

- Prepare an agenda for each meeting

- Invite to the CCG meetings

- Contact the national COSI.ed group to

  discuss what to bring in to the CCG

- Invite "guests" from COSI.ed to present

  topics in the CCG meetings

- Lead the meetings / group process

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How to arrange meetings

- The first meeting

  – Present the concept

  – Talk about the power imbalance

  – Talk about the tasks

  – Make a schedule for meetings

- Next meetings

-Talk with your national COSI.ed group to bring in topics to the CCG

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Group process

- Take time for everybody to present themselves

- Address the power imbalance- explore it together

- Discuss the how the group should collaborate

- Facilitate for a safe atmosphere where everybody are included and allowed to talk

- Make sure everybody have time to speak

CCG - Tasks COSI.ed

- Co-creational processes with stakeholders

- Identify needs and planning

- Contribute in upscaling of the model

- Feedback on the development of the model

- Contribution in evaluation and

  dissemination

CCG feedback

- CCG can contribute to knowledge development in research

- CCG can contribute to policy development in policy projects

- CCG can contribute to change in developmental projects in practice fields

CCGs - ideals and realities

- Is true collaboration possible?
  - Power imbalance
  - Educational background
  - Age / life-experience
  - Involvement

- Pragmatic pressure to what is politically correct to the ethical pressure to do what is ideologically congruent with the researcher's personal values
  - Represent own values?
  - Super-user?
  - Adapt to academic framework?

- Collaborative development requires involvement of youth in the process
  - Who are involved? Only those with strong opinions?
  - Some youth don't have time or skills to engage properly?
  - Will only bring in some perspectives

Opportunities

- Bringing together stakeholders to collaborate and contribute to a new model and new solutions

- Collaboration between stakeholders with different experiences, perspectives and solutions

- Helpful in recruiting participants to the intervention

- Stakeholders may offer interpretations, analysis and solutions that are deeper and more nuanced than those that might be understood by the academic personell

- Possibilities to adapt the COSI.ed model to be relevant and useful to everyday life

- Co-creation of policy-development

The goal

Facilitate co-creation of the COSI.ed model

thru open dialogs and reflections in dynamic processes

between stakeholders

Funding

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Partners