



Work package 6

ESTABLISHING AND RUNNING COLLABORATIVE COMPETENCE GROUPS (CCG)

Final report on Outputs 6.2 6.3, 6.4 and 6.5.

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](#).

Porsgrunn 4th of April 2024



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¹ The Erasmus+ project; Marginalisation and Co-created Education (MaCE)

² [Bunting.et.al \(2021\)](#)

Project information

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P2	Vestfold and Telemark Fylkeskommune (TVFK)	Norway
P3	VIA University College (VIA)	Denmark
P4	FGU NORDVEST (FGU)	Denmark
P5	University of Warsaw (UW)	Poland
P6	Warsaw Centre for Socio-Educational Innovation and Training (WCIES)	Poland
P7	University of Porto- Centre for Research and Intervention in Education (CIIE)	Portugal
P8	AE20-Associação para a Educação de Segunda Oportunidade (AE20)	Portugal
P9	University of the Balearic Islands (UIB)	Spain
P10	EAPN-European Anti-Poverty Network Illes Balears (EAPN-Naüm)	Spain
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Adaptations of the publication by partners of the COSI.ed project do not require authors' approval.

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<p>Abstract (for dissemination)</p>	<p>The aim of this work package was to establish and run CCGs in each participating country. And to establish an international collaboration and discussion between the national CCGs. COSI.ed has a collaborative design with users participating in all its stages. The aim was to work synergistically with all stakeholders (young people, teachers, students, researchers and policy makers), in running, developing and evaluating the project. Each participating country established a CCG consistent of 2 young people, 1 HE student, 1 policy maker, 1 teacher, 1 researcher and 1 facilitator. The CCG builds on the PAR (Participatory Action Research) tradition and the participants in the CCGs worked together building on individual experiences and competences, to raise the experiential knowledge in the project. By involving both young people, students, professionals and policy level thru co-creational processes representatives of all stakeholders collaborated. The national CCGs contributed to identifying needs and planning the upscaling of the COSI.ed model in each country. The National CCGs provided feedback on the model, the revision of the model and provided recommendations for the final model. The CCGs contributed to evaluation and dissemination suitable in each country. The national CCGs contributed to the COSI.ed model being developed in line with the national contexts. Representatives from the national CCGs joined an international collaboration and met annually for three years. The international CCG discussed experiences of national differences and similarities of school systems. They brought the national experiences with the COSI.ed model up for discussion and contributed to the</p>



	international development of the COSI.ed model and policy recommendations.
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Report of the work in Work package 6

ESTABLISHING AND RUNNING COLLABORATIVE COMPETENCE GROUPS (CCG)

According to the project design the CCGs were established in each participating country. Each CCG should recruit the following stakeholder participants: 2 disadvantaged youths, 1 higher education student, 1 policy maker, 1 teacher, 1 researcher, 1 CCG facilitator (leader). Each country should arrange three CCG meetings per year in the project period.

The CCGs objective was to facilitate for co-creational processes thru open dialogs and reflections in dynamic processes between different stakeholders in the COSI.ed project. The first task was to contribute to identify needs and planning of the project. The CCGs assignment was to contribute to upscaling of the MACE-model to the COSI.ed model by providing feedback in the ongoing development of the model. Collaboration between stakeholders with different experiences, perspectives and solutions should potentially contribute to adapt the COSI.ed model to be relevant and useful to everyday life. The CCGs should contribute in co-creation to the main goal of COSI.ed: contribution to policy-development. Moreover, the CCGs should contribute in evaluation and dissemination in the project.

WP:6.1: Train the national CCG facilitators

The national facilitators were trained in three online workshop meetings spring 2021. The training was arranged online because of COVID restrictions. All five national CCG facilitators participated in the training. The trainer of the workshop was the leader of Work Package 6 Vibeke Krane who is also the facilitator of the Norwegian CCG. The training was based on the electronic handbook "How to facilitate CCGs"(O6.1). Throughout the project the WP leader of WP6 had online meetings with all the national CCG facilitators regularly (6 times a year) sharing experiences and preparing for new meetings as well as preparation for the international CCG.

WP: 6.2: Establish and run the national CCGs

Four countries recruited members for the National CCGs during 2021. Portugal had their initial meeting in 2022 Participating partners contributed to recruitment for the CCGs: the schools participated in recruiting teachers and young people.

There were some challenges related to recruitment of CCG members. Initially several countries had COVID restrictions which made it challenging to recruit members and to arrange meetings. Moreover, as young people are often associated with the participating schools or entities for a short period, frequently moving on to work or new schools, made it challenging to engage them on a long-term basis. In some of the countries this led to a turnover in young peoples' membership in the CCGs. After discussions several facilitators decided to include more than two young people in the CCGs because they experienced that this made the group more sustainable. Another challenge was to include policymakers as permanent members of the group due to local and national elections. Therefore, some policymaker members of CCGs were replaced during the project.



The Norwegian CCG

During the project Norway and Denmark arranged 9 CCG meetings, Poland 8 meetings, Portugal 7 meetings and Spain arranged 5 meetings. The meetings were arranged to discuss topics from the project, the model, curriculum, policy recommendations and provide feedback to the national teams. The first meetings of the national CCGs were delayed due to COVID restrictions, this made it impossible to provide CCG input for the initial phases of the project. When the CCG were established, each country adjusted the timing of the meetings accordingly to the national teams need for input. The communication between the national teams and national CCGs was based on dynamic processes. The COSI.ed national teams requested feedback on topics from the CCGs. The communication between the CCGs and the national COSI.ed teams was managed by the CCG facilitators in each country as they were all also members of the national COSI.ed teams. The national CCGs contributed with feedback from the meetings to the regional curriculum and

teaching manual (output O6.2). The national CCGs discussed national and regional differences in each country. This was presented in the international CCG (O6.3). The national CCGs provided feedback to the curriculum and the final national models (O6.4).



Collaborative Competence Group meeting in Portugal

WP: 6.3: Coordinate and run the international collaboration between the national CCGs

The CCG facilitators in each country collaborated in arranging the international CCGs. Three International gatherings of CCGs were arranged: November 2022, May 2023, April 2024. All meetings were arranged online. This gave us an opportunity to involve more participants than originally planned. The CCG facilitators decided to include young people from all countries in the international CCG to strengthen the young voices. In total 15 young people Norway (3), Denmark (2), Poland (2), Spain (2), Poland (2), Portugal (4) contributed to the international CCG. The International Consortium asked questions for the International CCG and the international CCG provided feedback on these questions and topics to the consortium. The feedback from the international CCG was brought back to each consortium meeting.

The national members of the international CCG made presentations of the national and cultural contexts in the international CCG. The national and regional differences were discussed among all international CCG members (O6.3). The international CCG discussed and provided contribution the final international model(O6.4). The international CCG discussed and provided input to the toolkit for policymakers with policy recommendations (O 6.5). The international CCG also provided questions and focus for the last COSI.ed conference in Brussels 15th of May 2024 : Co-creating with Youth for Social Inclusion. The following questions were developed in the April 2024 International CCG for the Co-creation with Youth Conference in Brussels May 15th 2024:

1. What will you do to prioritize the small special schools (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?



Pictures from international CCG meetings

Dissemination and impact of the CCG method

The five national CCG facilitators have written a joint scientific article called ‘Running Collaborative Competence Groups -Exploring Experiences from Five Countries’. The article explores and discuss the experiences of the method Collaborative Competence Groups. This article was submitted for review in a scientific journal in April 2024. Moreover, the experiences of running CCGs were presented at the 16th Nordic Youth Research Symposium in Tampere Finland in May 2024 (NYRIS, 2024). The CCG methodology is also presented in the ECER 2024 conference in Cyprus Nicosia August 2024. The presentations concluded that the flexibility of the composition of CCGs makes it relevant as a tool in research and projects in a broad array of disciplines where co-creation between different stakeholders is anticipated.



