

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

European COSI.ed Model

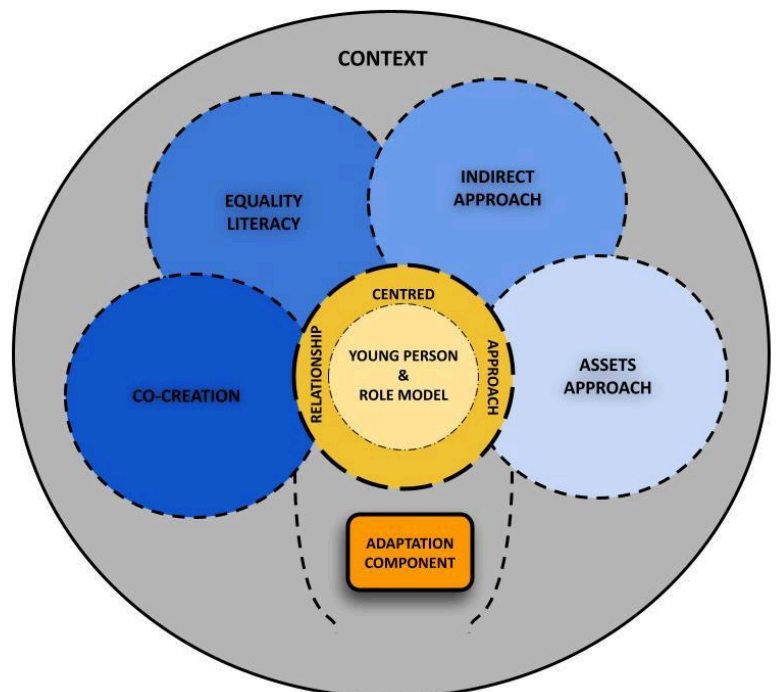
The project *Co-created Education through Social Inclusion* (COSI.ed) aims to upscale successful practices from the MaCE - *Marginalisation and Co-created Education* project in response to youth unemployment and early school leaving rates in the EU. The COSI.ed project was implemented, between 2020-2024, in different institutions, including preparatory basic education and training institutions in Denmark, vocational upper secondary schools in Norway, public primary schools within youth educational centres in Poland, second chance school in Portugal, and non-governmental organisations in Spain.

WHAT'S AT STAKE?

This enhanced and universal COSI.ed Model focuses on implementing an effective methodology to address social disadvantage, including Early Leaving from Education and Training (ELET), facilitate smoother youth transitions, and reintegrate young people at risk of ELET or with drop-out experience back into the educational system. The model serves fostering collaborative partnerships, empowering marginalised youth, and advancing equity and social justice within educational systems. By harnessing its transformative potential, stakeholders can work collectively towards building inclusive environments where every young person has the opportunity to thrive and fulfil their potential.

ABOUT THE MODEL

The model outlines the new dimensions of working with youth at risk of social exclusion, emphasizing indirect communication, equality, co-creation, and focus on assets empowerment. The implementation process has demonstrated that this approach fosters relationships, which are a crucial element for effectively supporting young people facing adversity in challenging circumstances. The concept is derived from strong collaboration with practitioners and relates to research for practice and social change. It can be applied to all situations and actions supporting work of young people with role models (teachers/educators or students who serve as a positive example for young people). It can be integrated into educational activities as a means of co-created education.



European COSI.ed Model. Graphic version.

Context

The COSI.ed project acknowledges that a one-size-fits-all approach doesn't work for assisting young people who are struggling in school. The key lies in understanding the context, which encompasses the unique set of circumstances surrounding each situation. COSI.ed recognizes that young people and role models are constantly interacting with their environment which influences their interactions. 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.

Adaptation component

facilitates its 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.

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 (EQL)

serves as a foundational framework for understanding the diverse experiences and opportunities of young people. At its core, EQL focuses on comprehending the intersection of individual and social factors influencing educational opportunities, acknowledging contexts like family, culture, and socioeconomic backgrounds. It serves as a tool for promoting inclusive education, amplifying youth voices, combating stereotypes, unveiling mechanisms of marginalization, and empowering stakeholders to contribute to social justice within educational settings. Overall, EQL is integral to the COSI.ed Model, enabling professionals to design interventions that tackle systemic barriers and promote equitable learning experiences for all young people.

Relationship Centred Approach (RCA)

highlights the significance of the quality of interactions between young people and role models (adults), beyond mere connection. It acknowledges that various contextual factors influence the dynamics of this relationship, emphasizing the importance of co-creation, collaboration, and ethical interactions to foster a supportive environment. The COSI.ed project delineates two key dimensions, the processual and structural, which contribute to the quality of the youth-adult relationship, underscoring the importance of professionalism and suitable conditions for effective working with youth.

Indirect Approach (IA)

prioritises building trust and understanding between youth and role models through effective communication. It creates a supportive environment where young people feel empowered to share their experiences without imposed ideas, thus validating their voices and fostering deeper connections. While interpretations and applications vary among national models, 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 (AA)

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.

The presented material is a condensed overview of the COSI.ed Model report (Output 4.4).
Full version is available here:



This document has been produced with the financial assistance of the European Union (Erasmus + programme), through the project Co-created Education through Social Inclusion (COSI.ed) (Ref. 621365-EPP-1-2020-1-NO-EPPKA3 -IPI-SOC-IN). This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.