Toolkit COSI.ed

Set of instruments for data collection and the impact measurement

Deliverable O4.2

Responsible institution: Faculty of Education, University of Warsaw
Authors: **Hanna Tomaszewska-Pękała, Ewelina Zubala, Urszula Markowska-Manista** (Faculty of Education, University of Warsaw) and **Mette Bunting** (University of South-Eastern Norway) - Logg for role models documenting work with young people concerning the Indirect Approach

Warsaw, 2023-02-15

Contents:

About the project

Co-created Education through Social Inclusion (COSI.ed) is an international project, implemented within the framework of the Erasmus+ programme, Key Action 3: Support for Policy Reform, in which educational institutions from Norway, Denmark, Poland, Spain and Portugal participate. It has the objective of developing a model for working effectively with young people at risk of social exclusion, particularly early leavers from education and training or those at risk of leaving education early.

COSI.ed is aimed at upscaling the proven good practice from the Erasmus+ project; *Marginalisation and Co-created Education* (MaCE) in five different countries (11 partners) and educational contexts representing Southern (Portugal and Spain), Central-Eastern (Poland) and Northern Europe (Norway and Denmark).

 The main objectives of the COSI.ed project:

(1) To upscale and implement the COSI.ed model to educational institutions in 5 European countries (Norway, Denmark, Portugal, Poland and Spain) by the end of the project period.

(2) Improve youth educational and employment pathways through the efforts to: reduce early leaving from education and training and increase the percentage of students who complete/stay in education.

(3) To develop collaborative, participatory methods of co-creating with youth, educational staff, researchers, stakeholders and policymakers.

(4) Contribute to the development of a more inclusive and egalitarian educational model adapted to the needs and society of today

(5) Redesign the COSI.ed model to be applicable in the different social and geographical contexts of Europe, in different disciplinary areas and in different types of institutions by providing effective tools, guidelines and scientific evidence.

(6) Work with and towards policymakers at different levels to prepare the COSI.ed model for the possible implementation at the systemic level in order to include the model in future inclusive education and youth policies.

About the toolkit

This toolkit is an output (O4.2) created as part of work package 4 'Developing the European COSI.ed MODEL'. Its aim is to present the set of instruments prepared and used for data collection and the impact measurement of the COSI.ed model during two implementation cycles in 6 different institutions in 5 project countries.

A set of tools was developed to measure the impact of the regional models on the target groups in relation to the objectives established. The tools describe standardised data collection procedures and indicators, both qualitative (referred to as "soft" indicators) and quantitative (referred to as "hard" indicators).

The following procedure was implemented to enable the impact analysis and measurement:

(1) A proposal for indicators to measure the effectiveness of the COSI.ed model in the implementing institutions was created - this was sent to all partners. Based on the feedback, common indicators collected by all partners and those indicators that will be collected only in some institutions were established[1].

(2) A data collection toolkit was developed, including: guidelines for the interviews with young people, guidelines for group-based activity, guidelines for follow-up interviews with young people, guidelines for interviews with role models, templates for reporting indicators and the logg for role models, documenting work with young people concerning the Indirect Approach. In addition, the partners could collect other data from the existing datasets and administrative data as well as develop additional tools if necessary.

(3) Each partner (country team) collected data using the developed tools, according to an agreed procedure. However, due to unforeseen circumstances (pandemic, delays in the start of project activities, different organisation of the school year), it was not possible to implement activities in the same way in all countries.

---

[1] For example, some of the implementing institutions did not have data on learners' educational achievements in the form of school grades (one of the proposed indicators). Instead of grades, it was decided to measure in these institutions how young people achieved their educational, training or work-related goals. In relation to young people attending mainstream schools, changes in school grades were measured.

Guidelines for indicators gathering and monitoring. PART 1. Interviews with young people carried out by role models

General information

These guidelines for interviews with young people are part of WP4 coordinated by a research team from the Faculty of Pedagogy, University of Warsaw, Poland (Hanna Tomaszewska-Pękała, Ewelina Zubala and Urszula Markowska-Manista). The aim of the WP4 is to develop the European COSI.ed model.

Within this task the following activities are to be carried out:

1) Establishing an impacts evaluation mechanism and procedures (results, indicators, measures);
2) Diagnose procedures (target groups, role models and educational staff);
3) Collecting and analysing data to evaluate impacts (indicators and measures) on participants and systems, (two rounds).

The following guidelines for interviewing young people will form part of the project toolkit (Evaluation procedures and instruments - output O4.2).

The final toolkit created will consist of:

1) Tools for measuring "soft" indicators:

- guidelines for the interviews with young people (initial interviews - November 2021; follow-up interviews - January/February 2021);
- template for documenting role models work with young people (short notes, observation journal) - WP3 output 03.2[2];
- guidelines for interviews with role models (March 2022);

2) Tools for measuring "hard" indicators:

- COSI.ed indicators selection form (part 1 November, part 2 December 2021): https://forms.gle/T7VZuqn9JPS72MsJA
- template for collecting quantitative/administrative data at institutional level (December 2021);

3) Guidelines for the use of other data sources i.e. statistical data and data at school, local, regional, national level etc.;

- template for the description of the target group, research area and educational and social context);
- template for the analysis of the data from Collaborative Competence groups;

---

[2] If not otherwise indicated, the tools will be developed entirely within WP4. In case a tool is part of another package or a tool is developed together with other teams, this information is provided.

- other tools if necessary - decision to be made **after the first round** of regional models implementation including data gathering and analysis.

Important remarks concerning interviews with youth (preparation, implementation, documenting and reporting)

1) We assume that t**he role models will be well prepared during the training seminars (WP3) in terms of communication skills**, also for more "informative" interviews. The leading methodology of the COSI.ed project remains obviously the Indirect Approach and the Equality Literacy Framework. However, it is necessary to monitor and analyze the effectiveness indicators of our model and to to prove the effectiveness of the model we want to implement in different educational institutions and contexts.

2) Therefore, **we must inform and prepare the role models and young people that during some interviews -** at the beginning and at the end of the model implementation **-** some relevant data (including: the perception of interactions with teachers, educational and career aspirations, perception of school atmosphere; see: page 7) that will serve as indicators of change **will be gathered**.

3) Because we are interested in capturing the change(s) that is expected to occur as a result of working with the COSI.ed model, it is crucial that **the measurement of indicators occurs at the beginning of the work with young people** and **also at the end of this process.** There should be a **significant break** between the two measurements.

4) According to the application submitted, **interviews should be recorded and/or documented accordingly**. We assume that in most cases it will not be necessary to record and transcribe all the interviews. However, you should plan in advance to **sufficiently document those interviews and/or excerpts where indicators needed for the analysis appear** (bearing in mind the ethical and data protection issues in your countries in carrying out these sensitive activities)

5) **Template for documenting role models work with young people** during the **implementation of the COSI.ed model** should be provided (see: WP3 output 03.2). The template should also contain demographics and information on some indicators (i.e. grades, attendance[3]) about each participant/young person.

6) Issues related to **research ethics** should also be addressed (e.g. parental/legal guardian consent to record in the case of underage students, consent of interview participants to record, ethics committee approval of research, information on data protection regulations etc.). **These issues may vary from country to country, so it is up to the national teams to take care of these**

---

[3] Specific indicators will be provided once we have received feedback on the indicators that can be collected in each country/institution; see link: https://forms.gle/T7VZuqn9JPS72MsJA

issues and prepare the relevant consents[4] and information for the role models. However, we provide below some, in our opinion important, guidance on research ethics:

- The basic principle which the role model should follow during interviews is to **respect the interviewees** and **give young people the voice** to tell and inform us about his/her opinions, perceptions and emotions in his/her own words;
- From these principles it stems that the roles model before the first contact (if they have not known each other before) and/or interview to **provide young people with complete information** about the project and its aims, what their participation in the project entails (including possible benefits and risks);
- Respect the possible refusal of the young person, both to participate and to answer particular questions, do not put them under excessive pressure;
- The young person and his/her parents/legal guardians (depending on the situation) should give **informed consent** for participation. The role of the role model in this case is to provide relevant and sufficient information, allow questions, and clarify any unclear points, so that each person can make a fully informed choice to take part in the project;
- The role model's responsibilities when contacting and working with young people might include:
    - introducing him/herself and his/her role in the project,
    - explaining the course of the project and the rules of mutual cooperation,
    - agreeing on the arrangements and frequency of contacts,
    - explaining how the data data will be obtained, stored and processed during the project,
    - explaining the principles of anonymity and confidentiality,
    - emphasizing that we are interested in getting to know the experiences of young people and giving them a voice, therefore during interviews there are no right or wrong answers and the role model should avoid suggesting, correcting or judging the interviewees' responses,
    - defining expectations towards the project participant,
    - explaining how to obtain/withdraw consent for participation, etc.

- We all share a collective responsibility for ensuring that research is carried out to the highest possible ethical standards. However, in each country involved in the COSI.ed project, the respective **national teams (NTs) are responsible for upholding ethical**

---

[4] Depending on current regulations and customs within the institution, separate permission may be required for the following: audio recording, taking photographs, taking photographs of any results produced during interviews/activities, and for subsequent use of these materials for the purposes of the COSI.ed project. Separate consent is also likely to be required for publication for dissemination purposes.

standards and principles during working with young people and also for preparation of role models to stick to those agreed standards.
- It is the responsibility of NTs to **ensure that all role models** are adequately **trained and prepared** for possible difficult interviews/scenarios, as well as to **support the role models** in all possible ways in the case of any difficulties.

Theoretical and methodological rationale

The aim of the guidelines is to ensure that during the interviews with young people we will gather sufficient data on "soft" indicators to monitor changes in the opinions, awareness, perceptions of young learners from our target groups that occur before and after working with the COSI.ed model.

It is very important that the following issues emerge during the interviews with young people **in all countries twice, i.e. at the beginning of the work using the COSI.ed model and after the intervention.** This will make it possible to capture the change(s), analyse the collected material and use it later on for triangulation and ultimately to build our European model.

Based on the desk research and project objectives, the indicators we want to focus on are:

1) young people's perception of their relationship with teachers and other school staff;

2) educational and career aspirations of youth;

3) youth's perception of school atmosphere and context.

We propose that the first two themes should be collected during one-on-one contact i.e. individual interviews with youth carried out by role models.

The last theme, concerning the perception of school atmosphere, we propose to collect during the group-based activity - creating of a poster-collage "My school" - with an accompanying group interview (focus group). In this way, we want to introduce elements of co-creation and counterstory[5] methodology to the data collection, which will allow the youngsters in the course of the co-created activity. It creates a unique opportunity of listening to "their stories" and of learning from young people's voices and perspectives - authentic counter messages - focusing on their knowledge, power and agency.

On the following pages of this document are our suggestions for questions and methodological hints. They can be used during the two measurements that would take place during the first

---

[5] For more information on counterstory see: Fox, M., & Fine, M. (2013). Accountable to whom? A critical science counter-story about a city that stopped caring for its young. *Children & Society*, *27*(4), 321-335; Cuevas, P. A. (2016). The journey from de-culturalization to community cultural wealth: The power of a counter story-telling curriculum and how educational leaders can transform schools. *Association of Mexican American Educators Journal*, *10*(3), 47-67.; Macias, D., Shramko, M., Pech, A., Romero, A., & Encinias, V. (2021). Counterstory methodology in a university-high school collaboration to center and humanize Latina/o voices. *Journal of Community Psychology; Dyke, E. L., El Sabbagh, J., & Dyke, K. (2020). "Counterstory Mapping Our City": Teachers Reckoning with Latinx Students' Knowledges, Cultures, and Communities. International Journal of Multicultural Education, 22(2), 30-45.;*.Bertrand, M., Brooks, M. D., & Domínguez, A. D. (2020). Challenging adultism: Centering youth as educational decision makers. *Urban Education*, 0042085920959135.

implementation round of COSI.ed model (approx. from December 2021/February 2022 to May/June 2022[6]) - interviews with youth (individual and group-based) at the beginning and at the end of model implementation.

We would also like to emphasise that the specific moment, form and way of asking the questions should each time be adjusted to the conditions and readiness of the interviewee(s).

---

[6] The timing of the interviews may vary from country to country (e.g. due to different organization of the school year) and the timeline for the interviews will be determined by the WP3 calendar.

GUIDELINES FOR INDICATORS MEASUREMENT DURING
THE INITIAL INTERVIEWS WITH YOUNG PEOPLE

a) Initial individual interview(s)[7] with youth

Aim: To measure initial "soft" indicators concerning: 1) young people's perceptions of relationships with teachers and school staff, and 2) their educational and career aspirations.

Important remark:

*Each interview should be **tagged** by the role model **with a unique participant's code[8]**. This will then allow the data to be assigned to a specific person (while maintaining anonymity) and cross-referenced with other demographic data and indicators related to educational experiences of a young person (e.g. grades, attendance, truancy). The tool to collect these data will be the template for documenting the role models work with young people (see: page 4, point 5).*

Tips:

- *Try to ask a general question first and let the interviewee speak freely.*
- *Do not interfere if the respondent answers without support.*
- *Additional questions or areas should be raised if they did not appear spontaneously in the respondents' statements. Also when a general question turns out to be too difficult and requires guidance.*
- *When detailing the answers, **use scaling questions and the questions provided**. This will help us to gather more precise information. When interviewed again, it will be easier to compare the results between measurements and capture the possible change.*
- *Important remark: If you use the printed resources during the interviews, e.g. for scaling questions or checklist to which you or the interviewee mark answers, keep all the worksheets and label them with the learner's symbol/code. They can be used to compare answers given during the follow-up interview (which we anticipate will take place) in a few months.*

---

[7] For some students, more than one meeting may be needed to collect data on the indicators. In this case, information can be collected gradually over more than one interview. However, ensure that there is a significant gap between the measurements, i.e., the initial and final interviews, to capture the change.

[8] Instructions for assigning codes will be sent with the WP3 interview reporting template.

Theme 1: Young people's perception of their relationship with teachers and school staff

1. **Are you currently enrolled in school[9]?**
- If yes, ask for basic facts, e.g. what grade he/she is in, what educational pathway/programme/track or what kind of training is he/she taking.
- **If not, ask for how long he/she[10] has not been enrolled and what the interviewee's educational and professional status is.**
  → You can skip that question if you already have this information. Though it might be a useful question to start this joint conversation.

---

[9] The purpose of this question is just to determine whether the answers to the following questions refer to the student's current experience, to the past, or to both time perspectives, i.e. comparing current and past school experiences. The detailed educational trajectory will be discussed and explored in depth during other interviews and activities planned as part of the COSI.ed model work.

[10] For the purposes of these guidelines, we use the personal pronouns he/she or she/he interchangeably, but we recommend that when translating articles, pronouns or any references to gender, you use a form that does not exclude any interviewee, with respect to gender diversity. We recommend referring to the linguistic and cultural standards of the country/institution concerned.
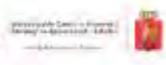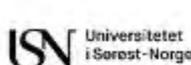
2. **How do you feel you are doing in school?**

> → Methodological hint: To ask this question you might use a scale of 1 to 10, where one means "I am doing very poorly" and 10 means "I am doing very well". Using the scale (e.g. in the form of a thermometer on page 16) might help you to gather more precise information.

● This question can then be further elaborated by rating different aspects of "doing in school".
    - How do you do academically in school? (on the scale from 1 to 10)
    - How do you get along with your teachers and other school staff? (on the scale from 1 to 10)
    - How do you get along with your peers at school? (on the scale from 1 to 10)
    - How do you do with attending school regularly? (on the scale from 1 to 10)

> → Methodological hint: Once again, you might use a scaling exercise (e.g. in the form of a thermometer on page 16) as a useful strategy to gather the information on different aspects of doing in school.

Supplementary questions depending on the current status of the interviewee
● If the young person **is out of school at the moment**, ask them about their feelings and experiences at the school she/he previously attended.
● If the young person **has changed school** recently, you might ask her/him about the differences between how he/she was doing in the previous school and how he/she is doing at the current school and explore positive and negative aspects of change.

3. **How would you describe your interactions with teachers and other school staff?**
- **Ask** about teachers the learner has regular contact with at school and how she/he perceives these interactions.
- **Ask** if a young person is in contact with other school staff apart from teachers such as: school counselor, psychologist, therapist, assistant, volunteer,…. and how does he/she/….. feel about them.

> → Methodological hint: You might **use the scaling exercise** (e.g. in the form of a thermometer on page 16) to specify how the student perceives the overall quality of his/her contacts with different teachers and with other school staff.
> **Use the scaling for each person the interviewee mentions separately** e.g., How would you rate on a scale of 1 to 10 (where 1 is "very bad contact" and 10 is "very good contact") your interactions with your class teacher?

Supplementary questions depending on the current status of the interviewee
- If the young person is **out of school** at the moment, ask them about their feelings and experiences in the interactions with teachers and other school staff at the school she/he previously attended.
- If the young person **has changed school** recently, you might ask her/him about the contacts with teachers and other school staff in the previous school and encourage him/her to compare them to contacts he/she has in the current school.

4. **What makes you feel good in contact with your teacher(s) or other school staff?**
- **Explore further the attitude** towards teachers and school staff by asking question such as:
    - Do your teachers try to understand what you feel when you talk to them?
    - Are you listened to by your teachers when you feel bad about something?
    - Do your teachers ask for your opinion on issues that concern you?
    - Do your teachers take your opinions into account?
    - Can you trust your teachers as people to talk to?
    - Can you go to your teachers for help if you have trouble with your schoolwork/ homework?
    - Would your teachers advise you what to do if you have a social, cultural or personal problem?
    - Do your teachers treat you fairly?
    - Do your teachers encourage you to come up with and pursue a diverse range of your own ideas and projects?
    - Are your teachers interested in your opinions, perspectives?
    - Are your teachers interested in you as a person (not just as a student)?

- Do your teachers support you in discovering what you are good at?

> →Methodological hint: Instead of asking a series of questions, you can use a short checklist on which you can tick off the statements interviewee agrees with. SEE: checklist on page 17.

Supplementary questions depending on the current status of the interviewee
- If the young person is **out of school** at the moment, ask them about their feelings and experiences in the interactions with teachers and other school staff at the school she/he previously attended.
- If the young person **has changed school** recently, you might ask her/him about the contacts with teachers and other school staff in the previous school and encourage him/her to compare them to contacts he/she has in the current school.

5. **Do you enjoy going to school?**
- If yes, **explore reasons why** he/she enjoys school; what are the **positive aspects** and advantages of going to school.
- If not, **explore reasons why** he/she does not like going to school, what he/she **dislikes about going to school**, what are the disadvantages of going to school.
  Supplementary questions depending on the current status of the interviewee
- If the young person is **out of school** at the moment, ask them about the feelings related to going to previous school.
- If the young person **has changed school** recently, you might ask her/him about the feelings related to going to the previous school and encourage him/her to compare them to attending the current school.

Theme 2. Educational and career aspirations

6. **What do you aspire to in terms of your education?**
- **Explore further** the educational aspirations asking question such as:
  - What is the highest level of education you are aiming to achieve?
  - How likely, on the scale from 1 to 10, do you think it is that you will achieve your desired level of education? - **scaling exercise** →(see: Methodological hint)
  - What do you think the teachers' expectations are of the level of education you can/should achieve?
  - What do you think you should do to reach your desired level of education?
  - Who do you talk to about your educational plans?
  - Who supports you in achieving your educational plans?

7. **What kind of profession do you intend to pursue?**
● **Explore further** the career plans asking question such as:
  - How likely, on the scale from 1 to 10, do you think it is that you will succeed in achieving your career plans? - **scaling exercise** →(see: Methodological hint)
  - What do you think the teachers' expectations are for your future profession?
  - What do you think you should do to enter the profession of your choice?
  - Who do you talk to about your career plans?
  - Who supports you in achieving your career plans?

Supplement material to initial individual interview(s) with young people

A. Sample graphic to help with scaling questions [thermometer]

Source: https://stock.adobe.com/uk/images/1-10-scale-thermometer-icon-clipart-image-isolated-on-white-background/354299274

B. Checklist on Student-Teacher Relations

Instruction: Tick the box if you agree with the statement given. If you do not agree, leave the box blank.

My teachers try to understand what I feel when I talk to them	
I am listened to by my teachers when I feel bad about something	
My teachers ask for my opinion on issues that concern me	
My teachers take my opinions into account	
I can trust my teachers as people to talk to	
I can go to my teachers for help if I have trouble with your schoolwork/homework	
My teachers would advise me what to do if I have a social, cultural or personal problem	
My teachers treat me fairly	
My teachers encourage me to come up with and pursue a diverse range of my own ideas and projects	
My teachers are interested in my opinions, perspectives.	
My teachers are interested in me as a person (not just as a student)	
My teachers support me in discovering what I am good at	

b) Group-based activity and group interview (approx. 2 hours)[11]

Aim: To measure the "soft" indicators related to the students' perception of the school atmosphere and the context related to the education they participated in so far. The joint group-based activity should facilitate collaboration, exchange of opinions, co-creation, as well as providing space for students' perceptions and counterstories.

Tips:

- *Participants: Ideally, they should be students from the same school/institution. Group **no larger than 5-6 people**.*
- *Materials needed: large, poster-sized sheet of paper, coloured newspapers, magazines, flyers, scissors, glue, markers and crayons, colour stickers (optional), post-it cards (optional), electronic equipment needed to document the activity. For evaluation: cardboard box with a hole for inserting cards, cards in three colours and pens.*
- *Important remark: After the group-based activity finishes, be sure to keep the poster-collage and mark who participated in creating it (ask the authors to sign it with their names, date and place). You will need it as a starting point for the discussion and measurement during the final concluding group interview with the young people in a few months.*

Take the following steps as you work on the poster-collage group-based activity:

Step 1. Explain the task (5 minutes)

Explain to the participants why we are doing this activity, what it involves, and roughly how long it will take place.

Step 2. Initial talk about the school (approx. 15 minutes)

Start an open discussion about the school, asking the young people, if they all attend the same class, programme within the school, ...

You can also ask general questions about whether their school is large or small and how many students attend classes, and also ask preliminary questions about how the school is perceived, such as whether the school is similar to other schools in the area, whether the school is

---

[11] This activity is inspired by a community mapping method designed and described within the Young Lives Project. For further reference see: Crivello, G., & Wilson, E. (2016). Technical note 34: Young Lives qualitative fieldwork guide; https://ora.ox.ac.uk/objects/uuid:15cd2669-0810-4793-b63c-12b0b96bc313/download_file?file_format=pdf&safe_filename=YL-TN34-Qual4-fieldwork-guide.pdf&type_of_work=General+item

somehow different from other schools in the area or schools that students have attended previously.

Step 3. Creating a poster-collage (50-55 minutes)

After the participants have spent a few minutes thinking and talking about the school, lay out a large sheet of paper for the whole group to gather around. Put additional materials they can use (glue, scissors, colored newspapers, crayons, markers etc., other materials for creative and imaginative collaborative work) so that everyone has easy access to them.

Leave it up to participants to decide whether they want to create one large shared poster-collage "My school" or whether they want to create smaller individual versions of the school within one work. If this is the case, ask them to mark the individual works with drawing lines/borders.

Allow the group to create the work freely for about 50-55 minutes. Encourage and motivate all participants to add new elements to the poster. The more details (places, people, words, graphic symbols, etc.) on the collage-poster then the better.

Step 4. Discussion about the poster-collage (approx. 35 minutes)

We recommend that the discussion about the poster-collage should take the form of circular questions, i.e. the same questions are asked to each participant in turn. Ideally, everyone should be able to sit in a circle around the work with free access to it.

Ask each participant in turn the following questions:

- What do you like about the school?
- What don't you like about the school?

Ask participants to add the things they like or dislike about the school to the poster-collage, if they are not already represented.

Then ask each person to **describe the school** that is shown on the collage poster by asking, for example:

- What is the school you can see on the poster?
- What is the atmosphere like at this school? In what words/sentences would you describe it?
- Is the school on the poster the school you attend now, or some other school? If the other one, explain what school is it?

Then give everyone stickers or post-it notes (optional, you might just ask them to choose their place without using the stickers) and ask them to **place themselves in the picture**. Ask each person to choose his/her place and then describe it and give reasons for their choice e.g.

- Where do you find yourself? Where is your place in school?

- Why did you put yourself in this place?

- How do you feel about where you are?

You can also ask if there is a place on the poster where they **would prefer to be and why.**

The last topic concerns things the participants **would like to change** in school. Ask them one by one, for example:

- Are there things you would like to change to make the school better? What kind of things would they be?

- What changes would you need most at school to continue your education?

Step 5. Acknowledgement for participation and work (3 minutes)

Briefly thank the group for their work and effort. Make sure if the participants agree that you can keep the poster-collage for the project[12]. If anyone disagrees, take a picture of the completed work.

Step 5. Evaluation exercise (7 minutes)

In order to close the activity in a safe and engaging way it is advisable to ask the youngsters to express their feelings, opinions or write questions in written form. Each participant is given three small pieces of paper in three different colours.

On the first sheet we ask them to write one sentence about what they think about their school after participating in creating a poster - is there anything that is related to their perception of school they have realized or understood as a result of this activity? The second sheet is to evaluate the technique used - what did they like or dislike about this group activity? The third sheet is for any comments, remarks or questions they did not want to ask out loud in front of the group.

Once the cards are written down, participants drop them into a cardboard box with a hole in it.

---

[12] As we are very concerned about preserving the results of the work done within the COSI.ed project for the purpose of further analysis and documenting, as well as for publication and dissemination, try to justify to the participants the need for their consent. Emphasize the purpose and importance of their work. Remind them that their work is extremely meaningful and that ultimately it might help to support many young people who experience many challenges in the course of their educational trajectory.

Guidelines for indicators gathering and monitoring. PART 2. Follow up interviews with young people

Follow-up individual interview(s) with youth. Instruction

The follow-up interview(s) with the youth should mirror the interview that was conducted at the beginning of implementing the COSI.ed model to collect data on "soft" indicators. Addressing the same issues will allow you to measure and compare the answers given now with those given a few months earlier.

When asking questions, it is helpful to refer back to what the interviewee said previously and then ask them to answer again and comment on the change, if any, between measurements.

For example, a follow-up interview might go as follows.

1. **Introduction and reminder of the previous interview**

You can start the interview as follows:

"*Maybe you remember a few months ago (at the beginning of our work) we talked about how you were doing in school and in life. I asked you a series of questions about your contacts with teachers and school staff and your plans for the future. During this interview I would like to return to these questions to see if anything has changed since then*".

2. **Repeat the questions from previous interview**

Refer to the same themes and ask the same questions as in the first interview (items 1-7) as well as additional questions provided.

If you have used scaling exercise questions or the Student-Teacher checklist in previous interviews, it is a good idea to return to the same questioning methods and tools. However, this time when asking questions, **refer to what came up in the previous conversation.**

For example, this is what a repeat interview about doing in school (SEE: item 2 from the initial interview) might look like during a follow-up:

"*I asked you previously how you felt you were doing in school. Do you remember what you told me then? How did you rate your doing in school?*"

3. **Refer to the present situation**

Ask the interviewee the same questions as during the initial interview but refer to the current situation:
  - How are you doing in school right now?
  - How would you rate the way you are currently doing in school on a scale of 1 to 10?

● Ask the interviewee to rate once again the different aspects of doing in school:
  - How do you do academically in school? (on the scale from 1 to 10)
  - How do you get along with your teachers and other school staff? (on the scale from 1 to 10)
  - How do you get along with your peers at school? (on the scale from 1 to 10)
  - How do you do with attending school regularly? (on the scale from 1 to 10)

4. Seek to explain differences between measurements
● If there **is a change** between the results from the previous interview and this one, explore further the nature of this change and its underlying reasons e.g. you might ask:
  - What has changed in the way you are doing at school right now?
  - What are the reasons behind that change? How would you explain it to me?

● If there is **no change** between the results from the previous interview and this one, explore further the reasons behind. **A lack of change, or even a worsening of outcomes, does not necessarily mean that working with the COSI.ed model is a negative outcome**. Perhaps the lack of change is because it was not necessary. Perhaps something has happened in the young person's life in the time since the previous interview that might explain this situation.

For this reason, it is useful to ask the interviewee:

  - If **no change**: Why do you think there has been no change in your doing in school? Has anything happened in your life recently that would help explain the reasons for no change?

  - If **deterioration**: How would you explain the decline in your doing in school? Has anything happened in your life recently that would help explain the reasons for the deterioration of your rating when compared to the previous one?

  - Explore further, depending on the answer given on the areas where there has been a **change for the worse** e.g.: How would you explain the drop in your grades? How would you explain the worsening of your interactions with teachers? How would you explain your attendance problems?

If possible (the interview is not conducted with the role model) ask about the relationship with the role model and changes in the way the other staff in your institution works

- How would you describe changes in your relationship with the role models?
- How do you see the way the role models in your institution works/communicates with you? Has it changed?
- Do they work (e.g. communicate, meet individually, listen to what you say, support you, take your opinion into consideration etc.) in a different way than before?
- How would you describe changes in your relationship with the other staff (teachers/tutors/educators)?
- How do you see the way the other staff in your institution works/communicates with you? Has it changed?
- Do they work (e.g. communicate, meet individually, listen to what you say, support you, take your opinion into consideration etc.) in a different way than before?

II. Ask about the students' perception of the school atmosphere and the context related to the education they participated in so far

Aim: To measure the "soft" indicators related to the students' perception of the school atmosphere and the context related to the education they participated in so far.

You can ask young people about the school atmosphere and the context related to the education in either of the two ways presented below.

Option 1 Additional questions during individual interviews

- How do you view the atmosphere at your school now? How do you feel about it?
- Has anything changed? Got better or worse since we last spoke?
- Would you say there is someone who is now an important/supportive adult (teacher/tutors/educator/other) and wasn't before?

Option 2 Final concluding group interview (approx. 1 hour)

The final concluding group interview with the youth should relate to the interview that was conducted at the beginning of implementing the COSI.ed model during the group-based activity. Addressing the same issues will allow us to measure and compare the answers given now with those given a few months earlier.

During the interview, it is useful, on the one hand, to refer to previous group-based activity. On the other hand, it is important to focus on what has changed since then in young people's perception of school, learning and their place in education.

Aim: To measure the change in the students' perception of the school atmosphere and the context related to the education they participated in among a group of youth who have been working with role models using the COSI.ed methodology for the past few months. The joint group-based activity should facilitate collaboration, exchange of opinions, co-creation, as well as providing space for students' perceptions and counterstories.

Tips:

- *Participants: Ideally, **the same group** that participated in a group-based activity (creating a poster-collage) a few months earlier.*
- *Materials needed: poster-collage created during previous group activity, stickers or post-it cards - optionally, electronic equipment to record the activity.*

Take the following steps as you work on the poster-collage group-based activity:

Step 1. Explain the task (5 minutes)

Explain to the participants why we are doing this activity, what it involves, and roughly how long it will take.

Step 2. Collect young people's comments (approx. 10 minutes)

Present the poster made during the previous meeting to the group. Ask questions relevant to the work presented, addressing any change that has occurred that may require a comment. Ask the group to use small cards to stick their comments on the poster presented.

You might start as follows:

Take a look at the poster you made some weeks ago. What do you think of it now? Would you change anything on it now? Would you do something differently? Would you now add anything to this poster or omit something? Would you now place yourself in the same position as before? - if during the first activity participants marked their positions on the poster

Step 3. Discussion about the poster-collage (approx. 35 minutes)

While discussing the comment with the group use questions addressing the same issues that emerged in the first group activity.

Step 4. Acknowledgement for participation and work (3 minutes)

Briefly thank the group for their work and effort.

Step 5. Evaluation exercise (7 minutes)

In order to close the activity in a safe and engaging way it is advisable to ask the youngsters to express their feelings, opinions or write questions in a written form.

Guidelines for conducting a Focus Group. PART 3. Interviews with role models

Aim: *The purpose of the focus group interview (FGI) is to gather information on the experiences and opinions of role models on the implementation of the COSI.ed model in working with vulnerable youth.*

Tips for FGIs' moderators:

- A focus group is a rather small group (needs to be large enough to generate rich discussion but not so large that some participants are left out) - ideally six to ten-twelve people led through an open discussion by a skilled moderator.
- The focus interview should be preceded by a short introduction containing information on the subject and purpose of the interview, how the data will be gathered, processed and used, as well as the rules of communication during the interview.
- The focus group moderator nurtures disclosure in an open and spontaneous format. The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the time allotted.
- Focus group participants won't have a chance to see the questions they are being asked - so, to make sure they understand and can fully respond to the questions posed, questions should be:
- short and to the point,
- focused on one dimension each,
- unambiguously worded,
- open-ended or sentence completion types,
- non-threatening or embarrassing,
- worded in a way that they cannot be answered with a simple "yes" or "no" answer → use "why" and "how" instead.
- To get participants involved use reflection, examples, choices, rating scales, drawings, etc. Ask: "Would you explain further?" "Would you give an example?" "I don't understand. Could you please explain?" "What I think I hear you saying is… Is that a fair/accurate interpretation?"
- Encourage people who haven't spoken to share and manage long talkers.
- Let people know their participation was important and useful, and that you appreciate their time and courage in sharing their thoughts.
- The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes.
- Remember about the recording and note taking to document the interview best.
- Think about the most optimal number of people to interview. We recommend that a minimum of 2 researchers are involved.
- Think through where the interview could take place so that participants feel comfortable and at ease. Review the location in terms of planned activities and the need for recording.

For example, a focus group interview with role models might go as follows:

1) **Introduction**

   (1) Welcome, (2) Overview of the topic (3) Ground rules

The introductory part should include a short welcome, introduction of the moderators, reminder of the project and its objectives, overview of the ground rules of moderation and communication during the FGI, explanation of the recording, confidentiality and anonymity principles.

An example of an opening formula might be as follows:

"Welcome to our session. Thanks for taking the time to join us to talk about the implementation of the COSI.ed model in your institution (name of the institution). My name is …. and this is …… . We're both with the ………. (name of the institution).

We would like to know what you think about the programme and how it might be improved.

Within the project we are having discussions like this with several groups in all of the countries involved.

There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You've probably noticed the recording device (dictaphone or camera). People often say very helpful things in these discussions and we can't write fast enough to get them all down. We will be recording the session because we don't want to miss any of your comments. All of the recordings will be used for research purposes only and will be deleted after use. We won't use any names in our reports. You may be assured of complete confidentiality.

We've placed name cards on the table in front of you to help us remember each other's names. Please write down your name and place the label in a visible place. Let us find out some more about you by going around the table. Please tell us your name and position at the institution..".

Technical hint: If only audio is recorded, ask participants to introduce themselves each time they speak. It is also useful to often mention the names of the speakers when referring to what they have just said: e.g. *"As Monica just mentioned…", "As Oscar said before…".*

---

2) **Opening questions (up to 3)**

The questions in this phase of the FGI are not directly related to the main research topic, but are designed to get to know the context of the institution and the group being interviewed. They may

concern the target group, the institution and its specificities, the participants' previous experience in youth work, etc.

2.1) What is your experience of working with young people at risk of social exclusion so far?

- What is your work experience? Where did you previously work?
- Since when have you been working in this institution?
- What was your motivation for starting to work here?

2.2) What are the main challenges faced by the young people you work with in your institution?

- What do they need most?
- What kind of support and guidance do they lack the most?

2.3) What kind of help/support does the institution you work at offer to the young people?

- What are the basic forms and methods of your daily work?
- What are the key underlying principles and values that guide your work with young people?
- What social inclusion activities are undertaken in your institution?
- How do you evaluate the effectiveness of your institution in helping young people with educational and social inclusion?

3) Key questions (up to 5)

The questions in this phase of the FGI are related to the main research topic. They aim to find out experiences and opinions about the implemented model and its effectiveness. This proposal includes main questions and subsidiary questions that can be asked if you do not spontaneously obtain the required information.

3.1) What do you think about the COSI.ed project in which you participate?

- What do you think about its main objectives?
- What do you think about the training you attended and its content?
- What do you think about the model of youth work you learnt?
- How do you feel about your preparation to work with the COSI.ed model?

3.2) How do you find the COSI.ed model you have learnt to work with young people on a daily basis?

- In which situations did you refer to/used the COSI.ed working model?
- In which situations did the model work?
- In which situations did the model fail?
- Tell me about positive experiences you've had with using the indirect approach and co-creation.
- Tell me about disappointments you've had with using the indirect approach and co-creation.

3.3) What did you learn from your participation in the COSI.ed project?

- How has participating in the project changed the way you work with young people?
- How has your way of communicating with young people changed?

- How has the way you build relationships with young people changed?
- How has the way you involve young people in co-creating changed?
- What did you find most challenging about working with the COSI.ed model?

3.4) Based on your experience with the project, what do you think should be improved about it?

- Suppose that you were in charge and could make one change that would make the program better. What would you do?
- What advice would you give us for the future to make the model better? What should be avoided?

3.5) If you had to name the single most important thing you got out of participating in this project, what would it be?

4) **Final question**

This part of the focus is for the moderators to summarize the main issues that came up during the discussion and to make sure that no important thread was missed. Before this part, it is useful to take a break for a while so that the moderators have time to think about what is worth mentioning in the summary.

After the brief oral summary you may ask questions such as:

- Is this an adequate summary?
- Have we missed anything?
- Would you add anything to what we've said?

5) **Thank you and goodbye**

We thank for taking part in the focus, saying for example: T*hank you very much for sharing your insights and opinions on project implementation*.

Template for reporting indicators. First implementation cycle

This template is used to report data on indicators collected during the COSI.ed model implementation through interviews with young people and by obtaining data from other sources (e.g. administrative data, other data collected by the institutions). During the interviews with young people we recommend using the *Guidelines for indicators gathering and monitoring* sent in November.

Please note, that depending on the country/region and the institution, the period foreseen for the implementation of the COSI.ed working model may vary, but it usually covers the period **from January/February 2022 to May/June 2022.** In this template we refer ONLY to the first cycle of the implementation.

When referring to data on participants from the target group, we refer to **"the sample", i.e. the number of participants declared in the project**. So, if the number of participants is higher, a sample of young people should be randomly selected to achieve the assumed number in both cycles.

The project involves conducting two interviews with each project participant from the target group (initial and follow-up interview) in order to collect data on a set of indicators. The aim of these interviews is to capture the changes that happened in the specific areas - young people's perception of their relationship with teachers and other school staff; educational and career aspirations of youth; youth's perception of school atmosphere and context, institutional changes - during the work with the COSI.ed model.

The template consists five parts:

1. The first part concerns the contextual information on education and school system in a given country and/or region;
2. The second is to include a description of the target group including the basic data on each participant of COSI.ed project;
3. The third is the characteristic of the working area that is the institutions where the COSI.ed model is implemented;
4. The fourth is to report the changes in "soft" indicators that is perceptions of the young people;
5. The fifth is to report the changes in "hard" indicators based on institutional and/or administrative data. In this case, there are some common indicators that apply to all the institutions. However, then two options were introduced - for mainstream schools with data on standard education-related indicators such as grades or grade retention. The second option is for alternative institutions (e.g. second chance schools) based on an assessment of the achievement of individual educational and vocational objectives, as well as other objectives that adequately capture the effects of the COSI.ed model work at the institutional level. These

latter indicators are to be proposed by the country teams that know best the institutional context.

Please follow carefully the instructions provided. Contact us as soon as possible if you have any further questions or concerns.

This template was prepared by a team from the University of Warsaw including: Hanna Tomaszewska-Pękała and Ewelina Zubala. It is part of the WP4 package coordinated by this team. If you have any questions, please contact h.tomaszewska@uw.edu.pl

Insert the details of the institution responsible for this report.

Country: **Institution:**   **Name of the person responsible for preparing the report:**

1. Contextual information on the education and school system in your country/region

1.1 Description of the education system

Describe shortly the most important features of the education and school system in your country e.g. levels and types of schools, curricula, current situation:

(For reference see: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en)

Selected data on the education system	Number or age, as appropriate
Years of compulsory education	
Age of entry into compulsory education (schooling)	
Compulsory education leaving age	

1.2 Early leaving from education and training and dropout in your country/region:

Name of the national level indicator	Rate in percentage in year 2021 (or the newest available data with info about the year)
ESL/ELET rate at national level:	

ESL/ELET rate at regional/local level (refers to the area where the model is going to be implemented):	
Dropout rate at national level (dropping out a compulsory education):	
Dropout rate at regional/local level (dropping out a compulsory education - refers to the area where the model is going to be implemented):	

1.3. Briefly describe **the context related to above indicators in your country/region.** Which groups are most affected? What are the main determinants of drop out from compulsory education and early school leaving from education and training in your country/region? What mechanisms and practices are "hidden" behind those numbers?

2. Description of the target group

2.1. General characteristic of the target group

Describe your target group shortly by focusing only on the most important differentiating features:

2.2 Name and shortly characterize the **3 main challenges** in the context of educational and social inclusion of your target group:

2.3 Name and shortly characterize the **3 main needs** in the context of educational and social inclusion of your target group:

2.4. Information on the participants in the sample of the COSI.ed project

ID code of participant[13]	Male or female	Age of participant	Years of schooling completed	Level of education currently attended	ESL/ELET or dropout from compulsory education YES/NO

---

[13] Depending on the number of participants in the sample, add or delete rows in the table.

3. Description of the working area (institutions where model is implemented)

3.1. Describe shortly **the institution in which the project is being implemented**. Point out the main tasks and the role of the institution in the environment and the educational system. Identify the main challenges.

3.2. Indicate **where the institution is located** in the national or regional education system. For reference see the Eurydice reports of the structure of education systems: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en)

3.3. The **size and main characteristics of the institution** where the project is implemented

Total number of students/young people	
Young people's/students' age span	
Number of teachers	
Number of other staff	

3.4. Describe w**hat kind of "other" staff** apart from teachers are working in the institution.

3.5. **Role models number and description**

- Number of role models working with young people implementing the COSI.ed model: **………..** *(insert number).*

Explain **who are the role models** implementing the COSI.ed model in your context (e.g. teachers, pedagogues, educators, university students etc.).

4. „Soft" indicators

Data on soft indicators are gathered in all countries twice, i.e. at the beginning of the work using the COSI.ed model and after the intervention. If possible, please **use *Guidelines for indicators gathering and monitoring*.**

This template is to report the outcomes of the interviews at the level of the target group that participated in the project and worked with the COSI.ed with role models (not individual information). We ask you to compile individual data and **provide us with the summary**.

If possible, **please refer to the scales** (proposed in the *Guidelines for indicators gathering and monitoring*) in the questions where this has been indicated.

After the first subsections (educational situation and relations with teachers) a "fictional" examples are given. These are ONLY to show the way the data on the aggregate (group level) could be described, not the content to be included.

4. 1. Young people's perception of their relationship with teachers and other school staff

4.1.1. Describe the **change in participants' educational situation**. Compare initial and follow-up interviews.

Example: Of the 10 participants, two interrupted their primary education (in grades 5 and 6), but then returned after a break (in one case, ID code - 2 months and in another, ID code - one school year) to school and completed it. Five experienced grade retention (including three males - ID codes - and two females - ID codes) and four changed primary school at least once - one of the participants even three times (ID code). The reason for changing primary school was mainly due to family mobility (moving house, changing jobs), and in one case it was due to learning difficulties and experience of peer violence. In four out of five cases of grade retention, the students that repeated a grade were those who changed school.

At the moment all participants continue their education in a second chance school at lower secondary level (6 people) or higher secondary level (4 people). The latter pursue vocational training in cooperation with employers in the field of hairdressing (two persons) and car technician (two persons). The participants themselves describe their educational situation as….. None of the participants has formally changed educational or professional status during the project. However, they all plan to

continue their education at the same institution in the next school year. According to administrative data, all will be promoted to the next grade.

+possibly some illustrative quotes from the interviews

4.1.2. Describe how **the participants' perception of school performance ("doing at school") changed.** Compare initial and follow up interviews taking into account perception of participants on: school performance in general, academic performance, attendance, relations with teachers and other school staff, relations with peers. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

Changes in school performance ("doing in school") in general:

Changes in academic performance (e.g. grades, exam results):

Attendance changes:

Changes in relations with peers at school:

4.1.3. Describe **how, according to participants, their perception of interactions with teachers and other school staff has changed.** Compare initial and follow up interviews. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

Example: The majority of participants (8 pers.; 5 females and 3 males) during the first interview indicated that their relationships with teachers at school were quite good (four of them chose 6 on a ten-point scale, and another four chose 5). They described their teachers as…… They indicated that their relationships with teachers...

Two participants reported during the initial interview that their relationship with teachers at school they attended was very bad (they chose 0 and 1 on a 10-point scale). In both of these cases they were male. One of them (ID code) identified the bad relationship with a conflict with a computer science teacher. The other one (ID code) reported an experience of peer violence and reported the feeling of

"and general detachment and aversion to school".

During the second interview, for all participants there was a change in their perception of their relationship with teachers, and this change was positive. The biggest change was in the case of the student (ID code) who had previously reported the lowest rating of 0. In the second interview he rated the relationship with the teachers as quite good (+5 points). The reason for the improvement, according to the participants, was the change of class, individual meetings with the role model and psychological support provided by school. For the other students, relationships were rated higher by 1 or 2 points. .....
+possibly some illustrative quotes from the interviews

4.1.4. Describe **how, according to participants, their perception of interactions with** role model/s[14] has changed.

4.1.5. Explain how **the participants' attitudes towards teachers and school staff have changed**. Compare initial and follow up interviews.

Option 1 If you have used the checklist from the Guidelines for indicators gathering and monitoring, please **insert the number of participants from the sample who answered "YES" and "NO"** to following statements in: column 2 during initial interview (at the beginning of the project) and in column 3 during follow-up interview (at the end of the cycle).

Issues	Initial interview		Follow-up interview	
	YES	NO	YES	NO
My teachers try to understand what I feel when I talk to them				
I am listened to by my teachers when I feel bad about something				
My teachers ask for my opinion on issues that concern me				
My teachers take my opinions into account				
I can trust my teachers as people to talk to				

---

[14] In some institutions role models may fall into the category of people mentioned in the question above, but please, if possible, describe the changes in the young person-role model relationship separately.

I can go to my teachers for help if I have trouble with your schoolwork/homework				
My teachers would advise me what to do if I have a social, cultural or personal problem				
My teachers treat me fairly				
My teachers encourage me to come up with and pursue a diverse range of my own ideas and projects				
My teachers are interested in my opinions, perspectives.				
My teachers are interested in me as a person (not just as a student)				
My teachers support me in discovering what I am good at				

Option 2. If you have not used the checklist please write below **how have the participants' attitudes towards teachers and school staff changed?** If possible, follow the issues mentioned in the table above.

4.1.6. Describe how according to students their **attitude towards the school has changed.** Refer to the attitude as well as **the advantages and disadvantages of going to school** pointed out by the participants. Compare initial and follow up interviews.

4.2. Educational and career aspirations of youth

4.2.1. Describe how according to participants their **educational aspirations have changed.** Compare initial and follow up interviews. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

Changes in educational aspirations in general: How has the highest level of education the participants aim to achieve changed?   How has the opinion on the chance to achieve participants' desired levels of education changed?   How, in participants' perception, have the teachers' expectations of the level of education they

(participants) can achieve changed?

How has the knowledge of how to reach the desired level of education among the participants changed?

How has the list of people with whom participants share their education plans changed?

How has the list of people who support achieving participants' educational plans changed?

4.2.2. Describe how according to participants their **professional aspirations have changed**. Compare initial and follow up interviews. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

Changes in professional aspirations in general:

How has the opinion on the chance to succeed in achieving career plans changed among participants?

How has the opinion on the chance to achieve participants' desired levels of education changed?

How, in participants' perception, the teachers' expectations for their future profession have changed?

How has the knowledge of how to enter the profession of their choice changed among the participants?

How has the knowledge of how to enter the profession of their choice changed among the participants?

How has the list of people with whom participants share their career plans changed?

How has the list of people who support achieving participants' career plans changed?

4.3. Youth's perception of school atmosphere and context.

The data for the following subsections (4.3.1-4.3.3) can come from the group-based activity (poster-collage "My school") described in the *Guidelines for indicators gathering and monitoring*. You can attach a picture of the completed work to the report and comment on it by referring to the poster.

If the group activity did not take place, similar issues should be raised during the individual interviews.

4.3.1. Describe how participants' perceptions of what they **like and dislike about school** have changed. Compare initial and follow up interviews.

4.3.2. Describe how participants' perception of **the atmosphere of the school changed.** Compare initial and follow up interviews.

4.3.3. Describe how participants' perceptions have changed about **what changes they would like to see in the school to make it better and what changes they need to continue their education**. Compare initial and follow up interviews.

Changes to make school better:

Changes needed to stay in education:

5. „Hard" indicators

5.1 Individual level indicators - concerning participants

On individual level data is to be collected for each individual learner twice which means **at the beginning and at the end of intervention**. The data for the following indicators can come from different sources as well, such as: administrative data, registers, institutional records, data from educators, diaries of role models.

The indicators in table 5.1.1. apply to ALL institutions.

Table 5.1.1. Hard indicators on individual level that apply to all institutions.

	Truancy rate[15] (where available)		Attendance rate[16] (where available)	
ID code of participant[17]	**Start***	**End***	**Start***	**End***

*Refer to the moment when the work with the young person starts and ends in the first implementation cycle.

---

[15] The proportion of the total number of days that a student had an unexcused absence to the total number of days that the student was expected to attend school (in a school year/term).

[16] The proportion of the total number of days that a student attended school to the total number of days that the student was expected to attend school (in a school year/term/quarter).

[17] Depending on the number of participants in the sample, add or delete rows in the table.

Describe the used indicator shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Truancy rate Indicator - short description
Attendance rate Indicator - short description

Option 1. Applies to institutions/partners where standard education-related indicators CAN be used.

Table 5.1.2. Education-related indicators for mainstream schools.

	Grade point average[18]		Number of failing courses[19]	
	Start*	**End***	**Start***	**End***
ID code of participant[20]				

---

[18] Sum of student's grades (in core or all courses) received in a given period (term/school year) divided by their number.

[19] The cumulative number of failing grades (in core or all courses) appearing in courses over the school year/term.

[20] Depending on the number of participants in the sample, add or delete rows in the table.

*Refer to the moment when the work with the young person starts and ends in the first implementation cycle.

Describe the indicators from Table 5.1.2. shortly. Include national/local/institutional **specificity** in the description e.g. information on what is the applicable grading scale in your country/institution, how the average grade is calculated and how often it is calculated, whether the number of failed courses refers to all courses or only to the core curriculum etc.

Grade point average indicator - short description

Number of failing courses Indicator - short description

Option 2. Applies to institutions/partners where standard education-related indicators CANNOT be used.

Instructions for table 5.1.3.

We assume that in the work with each participant from the project's sample some **goals are** set to be achieved. These **goals, related to education and/or professional development, will**

be our indicators. We ask you to list **up to three objectives for each participant** in the table below. Please choose goals which **are concrete and can be measured or assessed clearly**, e.g. obtaining a certificate, gaining a concrete qualification in a profession, finding an apprenticeship, completing a course, finding a job etc. Objectives related to other areas of functioning (e.g. well-being, or position in the peer group) will NOT be considered in the analysis of the indicators for the effectiveness of the model, so please do not include them.

IMPORTANT: In case of **any doubts** about the formulation or selection of **appropriate and valid indicators,** you are **encouraged to consult the team responsible for Package 4.**

5.1.3. Individual objectives for participants of the alternative institutions where education-related indicators are not relevant.

ID code of participants[21]	Objectives description

---

[21] Depending on the number of participants in the sample, add or delete rows in the table.

ID code of participant	Objective 1:
	Objective 2:
	Objective 3:
ID code of participant	Objective 1:
	Objective 2:
	Objective 3:
ID code of participant	Objective 1:
	Objective 2:
	Objective 3:

Describe shortly objectives used in table 5.1.3 <u>if they need to be clarified</u>. Include national/local/institutional specificity in the description.

| **Objective - short description** |
| |

Instructions for table 5.1.4.

In the following table (5.1.4.) insert information about the achievement of **each participant's objectives listed above in table 5.1.3.** Report on the objectives set at the beginning of the project in the table below. If it is not possible to determine the level of implementation of the objectives in "yes/no" categories, please explain by putting a comment in a column "Other" to what extent the objective has been achieved.

Table 5.1.4. Achievement of the participants educational, training or work-related objectives.

ID code of participant[22]	Objective 1		Objective 2		Objective 3	
	YES/NO	Other,	YES/NO	Other,	YES/NO	Other,

---

[22] Depending on the number of participants in the sample, add or delete rows in the table.

		comments		comments		comments

5.2 Institutional level indicators - related to the institution where the project has been implemented

On institutional level data is to be collected <u>once during the cycle</u> i.e., preferably at the beginning of COSI.ed implementation. **The indicators below apply to ALL institutions.**

Indicator	Rate of the indicator in percentage
Completion rate[23]	
Attendance rate (where available)	
Truancy rate (where available)	

Describe used indicators shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Completion rate - short description
Truancy rate Indicator - short description

---

[23] Percentage of learners who successfully complete a year/semester.

Attendance rate Indicator - short description

Option 1. Applies to institutions/partners where standard education-related indicators can be used.

Indicator	Rate of the indicator in percentage
Grade point average for the students of the same level/grade as participants' age	

Describe the indicator shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Indicator 1 - short description

Option 2. Applies to institutions/partners where standard education-related indicators cannot be used.

Please insert in the following table up to three indicators that capture the effects of the work of the institution where the COSI.ed project is implemented. **Proposed indicators have to be concrete and possible to be measured or assessed clearly ON INSTITUTIONAL LEVEL** e.g. percentage of students who obtained a certificate, percentage of students who gained a concrete qualification in a profession, percentage of students who found an apprenticeship or a job, percentage of students who completed a course etc.

IMPORTANT: In case of **any doubts** about the formulation or selection of **appropriate and valid indicators,** you are **encouraged to consult the team responsible for Package 4.**

	Indicator[24]	Rate of the indicator in percentage
1.		
2.		
3.		

---

[24] Depending on the number of indicators, add or delete rows in the table.

Describe used indicators shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Indicator 1- short description

Indicator 2- short description

Indicator 3- short description

Thank You!

Template for reporting indicators. Second implementation cycle

This template is used to report data on indicators collected during the COSI.ed model implementation through interviews with young people and role models and by obtaining data from other sources (e.g. logbooks, surveys, administrative data, other data collected by the institutions). During the interviews with young people we recommend using the *Guidelines for indicators gathering and monitoring. PART 1 and PART 2.* Guidelines for interviews with youth_soft indicators(1).docx, Follow up interviews with youth.docx and *Guidelines for conducting a Focus Group - PART 3. Interviews with role models* Guidelines for conducting a Focus Group.docx*.

Please note, that depending on the country/region and the institution, the period foreseen for the implementation of the COSI.ed working model may vary, but it usually covers the period **from November/December 2022 to May/June 2023.** In this template we refer to the second cycle of the implementation.

When referring to data on participants from the target group, we refer to **"the sample", i.e. the number of participants declared in the project**. So, if the number of participants is higher, a sample of young people should be randomly selected to achieve the assumed number in both cycles.

The project involves conducting two interviews with youth from the target group (initial and follow-up interview) in order to collect data on a set of indicators[25]. The aim of these interviews is to capture the changes that happened in the specific areas - young people's perception of their relationship with teachers and other school staff; educational and career aspirations of youth; youth's perception of school atmosphere and context, institutional changes - during the work with the COSI.ed model.

Please follow carefully the instructions provided. Contact us as soon as possible if you have any further questions or concerns.

This template was prepared by a team from the University of Warsaw including: Hanna Tomaszewska-Pękała and Ewelina Zubala. It is part of the WP4 package coordinated by this team. If you have any questions, please contact h.tomaszewska@uw.edu.pl

Insert the details of the institution responsible for this report.

---

[25] Other data collection techniques are also acceptable, provided that they allow for the measurement of the targeted indicators and a comparison between the pre-intervention (baseline) and post-intervention situation.

Country:	
Institution:	
Name of the person responsible for preparing the report:	

1. Contextual information on the education and school system in your country/region

Update of sections 1.1-1.3 required only if there have been significant changes since the first cycle or data provided in the 1st cycle was incomplete.

1.1 Description of the education system

Describe shortly the most important features of the education and school system in your country e.g. levels and types of schools, curricula, current situation:

(For reference see: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en)

Selected data on the education system	Number or age, as appropriate
Years of compulsory education	
Age of entry into compulsory education (schooling)	
Compulsory education leaving age	

1.2 Early leaving from education and training and other educational indicators in your country/region

Name of the national level indicator	Rate in percentage in year 2021 (or the newest available data with info about the year)
ESL/ELET rate at national level[26]:	

---

[26] For current data on ESL/ELET rate in your country check:
https://ec.europa.eu/eurostat/databrowser/view/sdg_04_10a/default/table?lang=en

ESL/ELET rate at regional/local level (refers to the area where the model is going to be implemented):	
Completion[27] or graduation rate[28] for the age of your target group at national level (if available):	
Completion or graduation rate for the age of your target group at regional/local level (if available):	
Enrolment rate at national level[29] for the age of your target group (if available):	
Enrolment rate at local/regional level for the age of your target group (if available):	
Other indicators available in a country/region describing the situation of vulnerable youth within the education system:	

1.3. Contextual/national determinants behind the indicators

Briefly describe **the context related to above indicators in your country/region.** Which groups are most affected by school exclusion/risk of education exclusion? What are the main determinants of drop out from compulsory education and early school leaving from education and training in your country/region? What mechanisms and practices are "hidden" behind those numbers?

---

[27] The number of persons in the relevant age group who have completed the last grade of the given level of education is expressed as a percentage of the total population (in the survey sample) of the same age group. For data consult your national/local statistics.

[28] Secondary graduation rate represents the estimated percentage of people who will graduate from secondary education over their lifetime. For secondary graduation rate in your country check: https://data.oecd.org/eduatt/graduation-rate.htm#indicator-chart

[29] Enrolment rates are expressed as net enrolment rates, which are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group. For enrolment rate in your country check: https://data.oecd.org/eduatt/enrolment-rate.htm

2. Description of the target group

Update of points 2.1-2.3 required only if there have been significant changes since the first cycle.

2.1. General characteristic of the target group

Describe your target group shortly by focusing only on the most important differentiating features:

2.2 Three main challenges of your target group

Name and shortly characterize the **3 main challenges** in the context of educational and social inclusion of your target group:

2.3 Three main needs of your target group

Name and shortly characterize the **3 main needs** in the context of educational and social inclusion of your target group:

2.4. Information on the participants in the sample of the COSI.ed project

This section has to be updated for the 2nd cycle if the sample differs.

ID code or alias of participant[30]

---

[30] The consecutive number or a tag of the participant assigned by each national team to anonymise the data.

ID code or alias of participant[31]	Male or female	Age of participant	Years of schooling completed so far	Level of education currently attended (where applicable)	ESL/ELET experience[32] YES/NO

3. Description of the working area (institutions where model is implemented)

Update required of points 3.1-3.4 only if there have been changes since the first cycle

3.1. Institution description

Describe shortly **the institution in which the project is being implemented**. Point out the main tasks and the role of the institution in the environment and the educational system. Identify the main challenges.

---

[31] Depending on the sample size, add or remove rows.

[32] Information on whether the learner left education or experienced a break in education for a period of time that was recorded in school records as school leaving/break in education.

3.2. Institution within education system

Indicate **where the institution is located** in the national or regional education system. For reference see the Eurydice reports of the structure of education systems: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en)

3.3. The size and main characteristics of the institution

Total number of students/young people	
Young people's/students' age span	
Number of teachers	
Number of other staff	

3.4. Other staff

Describe w**hat kind of "other" staff** apart from teachers are working in the institution.

3.5. Role models number and description

3.5.1. Number of role models

Number of role models working with young people implementing the COSI.ed model in **the 2nd cycle**: **………..** *(insert number).*

3.5.2. Description on who the role models are

Explain **who are the role models** implementing the COSI.ed model in your context - update required only if there have been significant changes since the first cycle (e.g. teachers, pedagogues, educators, university students etc.).

3.5.3. Role models identified by young people

Explain who young people identified as role models (inspirational people) in the context of the institution where the COSI.ed model was implemented.

3.6. Role Models experiences and reflections on the COSI.ed model

3.6.1. Method of data collection

Please describe briefly how the data on experiences and reflections of role models was collected (focus group discussion, individual interviews, number of participants, dates, location etc.)

3.6.2. Characteristics of the interview(s)' participants

Please describe shortly the role models-participants of the interview(s) (including information on the number of persons, gender, workplace and professional positions held, work experience and other relevant information).

3.6.3. Summary and main conclusions

Please summarize the group interview/interviews and note the main observations and conclusions reflecting experiences and evaluations regarding participation in the COSI.ed project and the application of the model in practice by role models. Remember that the most important, surprising and inspiring statements are worth quoting.

4. „Soft" indicators

Data on soft indicators are gathered in all countries twice, i.e. at the beginning of the work using the COSI.ed model and after the intervention. If possible, please **use *Guidelines for indicators gathering and monitoring*.**

This template is to report the outcomes of the interviews at the level of the target group that participated in the project and worked with the COSI.ed with role models (not individual information). We ask you to compile individual data and **provide us with the summary**.

If possible, **please refer to the scales** (proposed in the *Guidelines for indicators gathering and monitoring*) in the questions where this has been indicated.

4. 1. Young people's perception of their relationship with teachers and other school staff

4.1.1. Changes in participants' educational situation

Describe the **change in participants' educational situation**. Compare initial and follow-up interviews.

```
```

4.1.2. Changes in perception of school performance

Describe how **the participants' perception of school performance ("doing at school") changed.** Compare initial and follow up interviews taking into account perception of participants on: school performance in general, academic performance, attendance, relations with teachers and other school staff, relations with peers. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

Changes in school performance ("doing in school") in general:

Changes in academic performance (e.g. grades, exam results):

Attendance changes:

Changes in relations with peers at school:

4.1.3. Changes in the perception of interactions with teachers and other school staff

Describe **how, according to participants, their perception of interactions with teachers and other school staff has changed.** Compare initial and follow up interviews. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

```
```

4.1.4. Changes in interactions with Role Models

Describe **how, according to participants, their perception of interactions with** role model/s[33] has changed.

| |
| |

4.1.5. Changes in attitudes towards teachers and school staff

Explain how **the participants' attitudes towards teachers and school staff have changed**. Compare initial and follow up interviews.

Option 1 If you have used the checklist from the Guidelines for indicators gathering and monitoring, please **insert the number of participants from the sample who answered "YES" and "NO"** to following statements in: column 2 during initial interview (at the beginning of the project) and in column 3 during follow-up interview (at the end of the cycle).

Issues	Initial interview		Follow-up interview	
	YES	NO	YES	NO
My teachers try to understand what I feel when I talk to them				
I am listened to by my teachers when I feel bad about something				
My teachers ask for my opinion on issues that concern me				
My teachers take my opinions into account				
I can trust my teachers as people to talk to				
I can go to my teachers for help if I have trouble with your schoolwork/homework				
My teachers would advise me what to do if I have a social, cultural or personal problem				

---

[33] In some institutions role models may fall into the category of people mentioned in the question above, but please, if possible, describe the changes in the young person-role model relationship separately.

My teachers treat me fairly				
My teachers encourage me to come up with and pursue a diverse range of my own ideas and projects				
My teachers are interested in my opinions, perspectives.				
My teachers are interested in me as a person (not just as a student)				
My teachers support me in discovering what I am good at				

Option 2. If you have not used the checklist please write below **how have the participants' attitudes towards teachers and school staff changed?** If possible, follow the issues mentioned in the table above.

4.1.6. Changes in attitude towards the school and going to school

Describe how according to students their **attitude towards the school has changed.** Refer to the attitude as well as **the advantages and disadvantages of going to school** pointed out by the participants. Compare initial and follow up interviews.

4.2. Educational and career aspirations of youth

4.2.1. Changes in educational aspirations

Describe how according to participants their **educational aspirations have changed.** Compare initial and follow up interviews. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

Changes in educational aspirations in general:
How has the highest level of education the participants aim to achieve changed?
How has the opinion on the chance to achieve participants' desired levels of education changed?
How, in participants' perception, have the teachers' expectations of the level of education they (participants) can achieve changed?

How has the knowledge of how to reach the desired level of education among the participants changed?

How has the list of people with whom participants share their education plans changed?

How has the list of people who support achieving participants' educational plans changed?

4.2.2. Changes in professional aspirations

Describe how according to participants their **professional aspirations have changed**. Compare initial and follow up interviews. *If the scale (e.g. the thermometer) was used, refer to the points on a scale given by young people.*

Changes in professional aspirations in general:

How has the opinion on the chance to succeed in achieving career plans changed among participants?

How has the opinion on the chance to achieve participants' desired levels of education changed?

How, in participants' perception, the teachers' expectations for their future profession have changed?

How has the knowledge of how to enter the profession of their choice changed among the participants?

How has the knowledge of how to enter the profession of their choice changed among the participants?

How has the list of people with whom participants share their career plans changed?

How has the list of people who support achieving participants' career plans changed?

4.3. Youth's perception of school atmosphere and context

The data for the following subsections (4.3.1-4.3.3) can come from the group-based activity (poster-collage "My school")[34] described in the *Guidelines for indicators gathering and monitoring*. You can attach a picture of the completed work to the report and comment on it by referring to the poster.

If the group activity did not take place, similar issues should be raised during the individual interviews.

4.3.1. Changes in likes and dislikes about school

Describe how participants' perceptions of what they **like and dislike about school** have changed. Compare initial and follow up interviews.

4.3.2. Changes in school atmosphere

Describe how participants' perception of **the atmosphere of the school changed.** Compare initial and follow up interviews.

4.3.3. Changes required to make the school better

Describe how participants' perceptions have changed about **what changes they would like to see in the school to make it better and what changes they need to continue their education**. Compare initial and follow up interviews.

Changes to make school better:

Changes needed to stay in education:

---

[34] The activity is **optional** but the data might be provided based on another group or individual activity undertaken in the course of the implementation of the project.

5. „Hard" indicators

5.1 Individual level indicators

On individual level data is to be collected for each individual learner twice which means **at the beginning and at the end of intervention**. The data for the following indicators can come from different sources as well, such as: administrative data, registers, institutional records, data from educators, diaries of role models.

The indicators in table 5.1.1. apply to ALL institutions.

5.1.1. Hard indicators on individual level that apply to all institutions

	Truancy rate[35] (where available)		Attendance rate[36] (where available)	
ID code of participant[37]	**Start***	**End***	**Start***	**End***

*Refer to the moment when the work with the young person starts and ends in the 2nd implementation cycle.

---

[35] The proportion of the total number of days that a student had an unexcused absence to the total number of days that the student was expected to attend school (in a school year/term).

[36] The proportion of the total number of days that a student attended school to the total number of days that the student was expected to attend school (in a school year/term/quarter).

[37] Depending on the number of participants in the sample, add or delete rows in the table.

Describe the used indicator shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Truancy rate Indicator - short description

Attendance rate Indicator - short description

Option 1. Applies only to institutions/partners where standard education-related indicators CAN be used.

5.1.2. Education-related indicators for <u>mainstream schools</u>

	Grade point average (where available)[38]		Number of failing courses (where available)[39]		Other indicator used for education progress monitoring (explain below)	
	Start*	**End***	**Start***	**End***	**Start***	**End***
ID code of participant[40]						

---

[38] Sum of student's grades (in core or all courses) received in a given period (term/school year) divided by their number.

[39] The cumulative number of failing grades (in core or all courses) appearing in courses over the school year/term.

[40] Depending on the number of participants in the sample, add or delete rows in the table.

*Refer to the moment when the work with the young person starts and ends in the 2nd implementation cycle.

Describe the indicators from Table 5.1.2. shortly. Include national/local/institutional **specificity** in the description e.g. information on what is the applicable grading scale in your country/institution, how the average grade is calculated and how often it is calculated, whether the number of failed courses refers to all courses or only to the core curriculum etc.

Grade point average indicator - short description

Number of failing courses Indicator - short description

Other indicator used for education progress monitoring (if available) - explain what indicator is that and how it is calculated

---

Option 2. Applies to institutions/partners where standard education-related indicators CANNOT be used.

Instructions for table 5.1.3.

We assume that in the work with each participant from the project's sample some **goals are** set to be achieved. These **goals, related to education and/or professional development, will be our indicators**. We ask you to list **up to three objectives for each participant** in the table below. Please choose goals which **are concrete and can be measured or assessed clearly**, e.g. obtaining a certificate, gaining a concrete qualification in a profession, finding an apprenticeship, completing a course, finding a job etc. Objectives related to other areas of functioning (e.g. well-being, or position in the peer group) will NOT be considered in the analysis of the indicators for the effectiveness of the model, so please do not include them.

IMPORTANT: In case of **any doubts** about the formulation or selection of **appropriate and valid indicators,** you are **encouraged to consult the team responsible for Package 4.**

5.1.3. Individual objectives for participants of the alternative institutions where education-related indicators are not relevant

ID code of participants[41]	Objectives description
ID code of participant	Objective 1:
	Objective 2:
	Objective 3:
ID code of participant	Objective 1:
	Objective 2:
	Objective 3:
ID code of participant	Objective 1:
	Objective 2:
	Objective 3:

Describe shortly objectives used in table 5.1.3 <u>if they need to be clarified</u>. Include national/local/institutional specificity in the description.

Objective(s) - short description

Instructions for table 5.1.4.

In the following table (5.1.4.) insert information about the achievement of **each participant's objectives listed above in table 5.1.3.** Report on the objectives set at the beginning of the project in the table below. If it is not possible to determine the level of implementation of the objectives in "yes/no" categories, please explain by putting a comment in a column "Other" to what extent the objective has been achieved.

---

[41] Depending on the number of participants in the sample, add or delete rows in the table.

5.1.4. Achievement of the participants educational, training or work-related objectives

ID code of participant[42]	Objective 1		Objective 2		Objective 3	
	YES/NO	Other, comments	YES/NO	Other, comments	YES/NO	Other, comments

5.2 Institutional level indicators - related to the institution where the project has been implemented

On institutional level data is to be collected once during the cycle i.e., preferably at the beginning of COSI.ed implementation. **The indicators below apply to ALL institutions.**

Indicator	Rate of the indicator in percentage
Completion rate[43]	
Attendance rate (where available)	
Truancy rate (where available)	
Other indicator/s collected in the institution	

---

[42] Depending on the number of participants in the sample, add or delete rows in the table.

[43] Percentage of learners who successfully complete a year/semester.

(where available):	

Describe used indicators shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Completion rate - short description   **Truancy rate Indicator - short description**   **Attendance rate Indicator - short description**   **Other indicator/s - short description of other collected indicator/s**

Option 1. Applies ONLY to institutions/partners where standard education-related indicators can be used.

Indicator	Rate of the indicator in percentage
Grade point average for the students of the same level/grade as participants' age	

Describe the indicator shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Indicator 1 - short description

Option 2. Applies to institutions/partners where standard education-related indicators cannot be used.

Please insert in the following table up to three indicators that capture the effects of the work of the institution where the COSI.ed project is implemented. **Proposed indicators have to be concrete and possible to be measured or assessed clearly ON INSTITUTIONAL LEVEL** e.g. percentage of students who obtained a certificate, percentage of students who gained a concrete qualification in a profession, percentage of students who found an apprenticeship or a job, percentage of students who completed a course etc.

IMPORTANT: In case of **any doubts** about the formulation or selection of **appropriate and valid indicators,** you are **encouraged to consult the team responsible for Package 4.**

	Indicator[44]	Rate of the indicator in percentage
1.		
2.		
3.		

Describe used indicators shortly. Include national/local/institutional **specificity** in the description e.g. how the indicator is calculated and how often it is calculated etc.

Indicator 1- short description

Indicator 2- short description

Indicator 3- short description

Thank You!

Logg for role models, documenting work with young people concerning the Indirect Approach

Pick out 3-6 young people that you will talk to using the Indirect Approach- use the log for each conversation.

1. **General data**

Date:	Educator/professional:

2. **Information about the student**

Code Identification/alias	Age	Gender	Organization	Educational level	Other indicators

3. **Activities and observation log**

Meeting number	
Objectives/ Content of the talk	
Entrance of the talk (as indirect approach)	
Happenstances in the talk (the young people share	

information about themsleves that you did not know)	74
Changes in relation to the young person compared with the meeting before	
Comments	