COSi .ed
CO-created
Education through
Social Inclusion

COURSE MATERIAL FOR EDUCATIONAL STAFF

Output 3.1

About the project

Educational institutions from Norway, Denmark, Poland, Spain, and Portugal have collaborated in the Erasmus+ KAIII project *Co-created Education through Social Inclusion* (COSI.ed) 2020-2024. The main goals have been two-fold 1) to upscale a comprehensive European model for social inclusion of young people at risk and 2) a policy recommendation on social inclusion of children and youth. The partners have built on the proven good practice of the Erasmus+ project KAII Marginalisation and Co-created Education[1] and tested out the MaCE- model of social inclusion in five countries and six different contexts. Throughout the project all the partners have collaborated and co-created regionally as well as internationally upscaling the regional experiences to a sustainable European COSI.ed model and policy recommendations.

All the work in the project is based on the understanding and belief that professionals and young people co-create as part of a community of practice[2]. Here experts (professionals like teachers, other school-professionals, and researchers) and beginners (young people) work side by side, learning together and jointly developing knowledge and competence. This co-creating process entails giving voice to vulnerable young people to understand their life- and educational story and through this process identify aspects of the young disadvantaged persons' situation that may hinder or support further learning. Through the project the young people learn about themselves and how to excel, while the professionals develop skills and understanding to socially include young people. The hypothesis is that co-created education and training in which disadvantaged young people, professionals, stakeholders, and policymakers take part, will contribute to the educational and social inclusion of groups that have traditionally been marginalised.

What you are about to read, is one of the deliveries in the project. If you need a quick more practical overview of the project, take a look at this video.

Porsgrunn 4th of April 2024

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[1] The Erasmus+ project; Marginalisation and Co-created Education (MaCE)
[2] Bunting.et.al (2021)

Project information

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

Partnership

P1	University of South-Eastern Norway (USN)	Norway
P2	Vestfold and Telemark Fylkeskommune (TVFK)	Norway
P3	VIA University College (VIA)	Denmark
P4	FGU NORDVEST (FGU)	Denmark
P5	University of Warsaw (UW)	Poland
P6	Warsaw Centre for Socio-Educational Innovation and Training (WCIES)	Poland
P7	University of Porto- Centre for Research and Intervention in Education (CIIE)	Portugal
P8	AE20-Associaçao para a Educaçao de Segunda Oportunidade (AE20)	Portugal
P9	University of the Balearic Islands (UIB)	Spain
P10	EAPN-European Anti-Poverty Network Illes Balears (EAPN-Naüm)	Spain
P11	Sociedad Cooperativa de Iniciativa Social y Formación-JOVENT (JOVENT)	Spain

Palma, February 2024

Document information

Work Package	WP3: DEVELOPING THE COSI.ED MODEL REGIONALLY
Responsible partner	Sociedad Cooperativa de Iniciativa Social y Formación-JOVENT
Date of Delivery	29.02.2024
Status Version	Please write: Version 1 (29.02.2024)
Project Coordinator	Mette Bunting (University of South-Eastern Norway)
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Participating partners	University of the Balearic Islands, EAPN, Sociedad Cooperativa de Iniciativa Social y Formación-JOVENT)
Abstract (for dissemination)	This output (03.1) describes the process of creating, on the basis of previous training carried out by MACE, material for learning and familiarisation on the fundamental pillars of the COSI.ed methodology for the professionals involved in its application. Several training sessions are established, referring to each of the pillars with a theoretical foundation and the development of the practical part for the application as a teaching and learning tool.

TABLE OF CONTENTS

TRAINNING SESSION: EQUAL LITERACY

THE CONCEPTUAL FRAMEWORK

WHAT IS IT?

Equality literacy refers to the ability to "read" or be aware of equality, equity and related social justice issues, to choose how to intervene and "write" or act to create equality, equity and social justice through our daily actions.

Literacy is normally understood as the ability to understand a written text, but more broadly, it implies the ability to "read" the world around them.
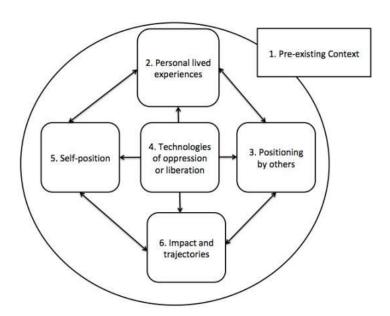
It helps us to understand the narratives of young people, to understand their contexts, experiences, how they are positioned and how they are positioned.

If trainers are not prepared psychologically, culturally and socially for equality, they invisibly reproduce inequality.

DIFFERENCE BETWEEN EQUALITY AND EQUITY

Equality: this means that each person must have access to the same resources.

Equity: this refers to the practices necessary to guarantee access to resources, information and opportunities to the population that otherwise would not have access to them.

LITERACY FOR EQUALITY

Literacy in equality is a holistic model made up of five elements:

1.Visible context experience

2.Positioning by others

3.Mechanisms of oppression and liberation

4.Positioning by itself

5.Trajectories

PRE-EXISTING CONTEXT AND LIFE EXPERIENCE

Everyone is born into a context that cannot be chosen. People are born into unequal circumstances: rich and poor, sickness and health, etc.

Some of these situations in which people are born are socially and culturally produced and reproduced.

Boys and girls are socially, culturally and psychologically modelled according to their first experiences of life.

The experiences seen are open to change rather than being confined to a pre-existing context; however, the more advanced the context, the more complicated it is to change it.

The context can be replicated in the experiences seen, but it can also allow or provoke young people to be different and change the conditions in which they find themselves.

Normally, young people who drop out of school have chaotic life experiences that they do not fully accept.

POSITIONING ON THE PART OF OTHERS

Differences in health, intelligence, wealth, social class, etc. are part of what can create "a position" that is relative to the rest of people.

There is a tendency to label and this situates our position in the eyes of others: loser, loser, profiteer...

While we judge, we protect our position with respect to others and justify our lack of empathy for others.

If we apply this to education, we see that young people who are not doing well are positioned as they deserve to be, while successful students somehow deserve this success.

MECHANISMS OF OPPRESSION AND LIBERATION

These relative positions are perpetuated through a set of processes known as "mechanisms".

One of these mechanisms is stereotypes, which can be at both micro and macro levels, such as racism.

When we create stereotypes we make people "other" to ourselves, we draw an invisible line between "us" and "them", and we create a set of characteristics that separate us.

This mechanism can undermine empathy and allow the rest of society to underestimate people who need support.

Labels are another mechanism and they are usually put on at school as a failure or glitter and we can wear them throughout our lives. They can also be small things like uniforms.

Social degradation is another mechanism. It consists of differentiation with respect to the other, the other becomes painful and repugnant and is not worthy of consideration. It is normally applied to the lower classes.

The absence of these mechanisms are conditions of liberation.

POSITIONING OF THE SELF

Individuals and groups can comply with and accept the messages imposed on them, adopt positions of victimhood, rebel or deviate. This shows that they have the will to respond to the positions that are imposed on them.

One person may respond to deprivation with resignation and a victim mentality, while another may fight for a better outcome.

TRAJECTORIES

The four factors mentioned above lead to a trajectory that is only fixed while the other four remain constant.

A person's context can change and they can choose to do so by reacting differently, adopting a new position. A change of trajectory can occur.

The use of literacy in equality enables us to change rather than reproduce inequality in society; and this is necessary to ensure the success stories of disadvantaged groups.

IMPLICATIONS FOR TEACHING TEAMS

Teaching teams need to know the context and life of their students.

They also need to understand how students' life experiences develop, and the impact of language in order to avoid the use of technologies of oppression.

Once teachers are aware of equality literacy, they are able to make choices and take a pro-active stance towards social justice.

Professionals must ensure that they do not unwittingly create further marginalisation by treating people as the central focus of the problem.

The teaching teams have the opportunity to support the Equality Literacy of the students they work with as an awareness-raising process.

STRUCTURE OF THE TRAINING SESSION	
Duration of the Session	1'5H
Topic to work on	EQL
Objectives of the session	-Distinguish between the concepts of equity and equality. -Obtain a general idea of EQL and its implications for daily work. -Reflect on the professional training itineraries of teachers in relation to EQL. -To evaluate the advantages of applying EQL. -Adapt the methodology to our field of work.
Resources (Padlet, Drive, Powerpoint, ..)	PowerPoint Manual Thinking Din A3 Coloured markers

ACTIVITY DEVELOPMENT			
TASK	METHODOLOGY	RESOURCES	TIME
Presentation of basic ideas of EQL	Presentation by specialists	PowerPoint	20 min.
How can we apply this methodology to our work?	Work in collaborative groups of 3-6 people (you can do it depending on the service where you work).	Individual "life line" drawing In a small group exhibition of each itinerary (using the list of questions linked to the EQL pillars).	10 min. Individual 30 minutes group work
	Sharing in the large group	-Individual contributions on what the activity has	30 min.

	With all the contributions made, we create a joint document of the route to apply the methodology in our organization	generated for them (voluntary). The work group carries out a "full route".	
More information (OPTIONAL)	Delivery of complementary documentation	Document to extend information	
TOTAL			90 min.

EVIDENCES
Roadmap (photo+ Padlet)
POWERPOINT EQUAL LITERACY
Photos
Session evaluation template
Participants' signature sheet

Assessment of the session

SESSION: EQL					
Location of the session (Organization and country)					
Number of participants (role models)		Male		Female	
Do you think that the duration of the session was adequate?	Too short	Too Long	Suitable	Totally suitable	NC
Assesses the achievement of the objectives of the session					
Distinguish between the concepts of equity and equality.	1	2	3	4	NC
Obtain a general idea of EQL and its implications for daily work.	1	2	3	4	NC
Reflect on the professional training itineraries of teachers in relation to EQL.	1	2	3	4	NC
Assess the advantages of applying EQL.	1	2	3	4	NC
Adapt the methodology to our field of work.	1	2	3	4	NC
Evaluate each of the activities carried out, considering whether they have helped to achieve the objectives.					
Presentation of the basic ideas of EQL	1	2	3	4	NC
Individual "life line" drawing.	1	2	3	4	NC
In small group exhibition of each itinerary	1	2	3	4	NC
"Road Map" with Manual Thinking	1	2	3	4	NC
Assesses whether the materials used have been valid for the achievement of the objectives.					

PowerPoint, Manual Thinking, Din A3, Sing markers	1	2	3	4	NC
Any comments on the session?					

*Please rate from 1 to 4, 1 being the most negative value and 4 the most positive value.You can also answer NC (no answer/ no comment).

TRAINNING SESSION: INDIRECT APPROACH

The indirect approach takes into consideration, that the researchers and the young people interviewed, are living in different cultural worlds, not necessarily sharing the similar experiences, beliefs or understandings even though we live in the same basic society.

The approach revolves around entering the life worlds (Featherstone, 1992) of the informants, in order to gain access to their personal stories and experiences. Whatever they choose to share is what we consider research data, essentially. "So, ¿what is it that you want me to talk about?" could very well become a reoccurring question, throughout interview-sessions conducted through the indirect approach.

In cases like these, modern ethnography tells us to ask informants about their own personal and local understandings rather than our own preconceived ideas, pre-understandings or analytical categories. We are there to listen to the narratives of the informants. The categorisation, indexing and academic analysis are to be added later. Following this notion, a key element in the indirect approach is the researcher's *indirect* way of approaching the life world of the informant, making sure we avoid introducing ideas or concepts to the conversation that was not first presented by the informant. Reading something into the conservation or introducing the researchers own concepts or pre-understandings would pollute the conversation, making it too direct, as those concepts or understandings might stem from the cultural world of the researcher and simply not resonate well within the life world of the young person being interviewed (Frostholm, 2019).

The indirect approach is at its core an explorative method in that the researcher wants to discover something about reality that he or she may not already know. Ideally, the research situation takes the shape of a storytelling session with the informant as a storyteller, letting whatever he or she chooses to emphasise, guide the conversation. An immediate quality is that the conversation may revolve around the informant's spontaneous ideas. This opens the research to a wide variation of interpretative efforts. This active disruption of the apparent power relationship provides the researcher with a tangible access to an awareness of the power relationship and promotes *the learner as teacher dynamic* in a practice sense (Freire 1990).

Application of the indirect approach considers the ability of the researcher to develop and sustain relationships with informants. This engagement with young people should work to redress power and raise the credibility of the researcher. Tyler (2013) notes that deficit assumptions regarding the socio-cultural backgrounds of informants can influence academic and professional perspectives. This assumed knowledge can transgress into an alignment with dominant narratives leading to structural violence of particular social groups. The indirect approach works to reduce the duality of practitioner and researcher 'knowledge' and conceptual understanding of young people's experiences and open a diverse arena to consider the unique responses offered by informants into their world view. In this space, the researcher is learning in partnership.

Duration of the Session	1'5H
Topic to work on	INDIRECT APPROACH
Objectives of the session	Obtain a general idea of IA and its implications for daily work. Assess the advantages of applying IA. Adapt the methodology to our area of work. Rethink the relationship we establish with our students.
Resources (Padlet, Drive, Powerpoint, ..)	PowerPoint Manual Thinking Padlet

ACTIVITY DEVELOPMENT

TASK	METHODOLOGY	RESOURCES	TIME
Presentation of basic ideas of IA	Presentation by specialists	PowerPoint	15-20 min.
How can we apply this methodology to our work and when? We work with EQL and IA	Work in collaborative groups of 3-6 people (you can do it depending on the service where you work).	"Road Map" for each service Manual Thinking	10 min. Individual 30 minutes group work
	Sharing in the large group. With all the contributions made, we create a joint document of the route to apply the methodology in our school.	 Padlet	20 min. 20 min.
TOTAL			95 min.

EVIDENCES
Roadmap (photo+ Padlet)
POWERPOINT INDIRECT APPROACH
Photos
Session evaluation template
Participants' signature sheet

Assessment of the session

SESSION: INDIRECT APPROACH (IA)					
Location of the session (Organization and country)					
Number of participants (role models)	Male		Female		
Do you think that the duration of the session was adequate?	Too short	Too Long	Suitable	Totally suitable	NC
Assesses the achievement of the objectives of the session					
Obtain a general idea of IA and its implications for daily work.	1	2	3	4	NC
Assess the advantages of applying IA.	1	2	3	4	NC
Adapt the methodology to our area of work.	1	2	3	4	NC
Rethink the relationship we establish with our students.	1	2	3	4	NC
Evaluate each of the activities carried out, considering whether they have helped to achieve the objectives.					
Presentation of basic ideas about IA	1	2	3	4	NC
"Road Map": how we can apply EQL and AI in our daily work	1	2	3	4	NC
Assesses whether the materials used have been valid for the achievement of the objectives.					
PowerPoint, Manual Thinking, Padlet	1	2	3	4	NC
Any comments on the session?					

*Please rate from 1 to 4, 1 being the most negative value and 4 the most positive value. You can also answer NC (no answer/ no comment).

CHECK LIST INDIRECT APPROACH

MAIN IDEAS

The indirect approach is a research method applicable whenever a practitioner is interested in a person's personal narratives and in giving voice to otherwise neglected and, in some cases, marginalised groups in society.

The open and clearly indirect way of approaching the informant has a clear potential, as it accommodates narratives that emerge directly from the informant's life-world.

It is about getting to know the young people's own perspectives and personal contexts of the world, of life, and making them the focal points of our analyses.

TO TAKE INTO ACCOUNT
1.- Introduce ourselves and the objectives of the project (vocabulary adapted to the informants).   2.-What they want to share is what we want to know (what do you want us to talk about?/what have you been doing lately? tell me more,...). Talk based on their interests and/or experiences.   3.- Formulation of questions that they can understand. Use of vocabulary and expressions known to the young people.   4.-We are there to listen (analysis is later). It gives us information about their own view of life and their coping strategies.   5.-We avoid introducing ideas that are not presented by the young person (contamination of the conversation).   6.-We use the same ideas and words shared by the informants.   7.-The learner as teacher   8.-Understanding which questions it makes sense to ask during the conversation.   9.-Exploitation of "Happenstance" (redirection of the interview): emotional reactions, phone calls, a song playing,...) Information obtained not from established questions.   10.-Strengthening of the link with the interviewee.   Context and environment can shape the conversation.   12.-Take into account the needs of the interviewee (stop, leave, subsequent accompaniment if the conversation cannot be closed,...)

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CHECK LIST INDIRECT APPROACH
1.-CONTEXT AND ENVIRONMENT: ☐ The interview takes place in a relaxed and pleasant atmosphere. ☐ It takes place at ....
2.-PRESENTATION: ☐ Introduction of the professional ☐ Introduction of the objectives of the project (adapted vocabulary). ☐ Clarification of the trainee's role as an expert.
3.-DEVELOPMENT OF THE INTERVIEW: ☐ Talk based on their interests and/or experiences ☐ Open questions are asked which generate naturalness in the conversation. ☐ There is active listening on the part of the professional ☐ Our body language is appropriate to the conversation (proximity, nodding, etc.). ☐ We respect silences (giving space for answers). ☐ We use vocabulary and expressions that are familiar to the young people. ☐ We avoid introducing ideas that are not presented by the young person. ☐ We avoid making interpretations and evaluations of the ideas shared. ☐ We use the same ideas and words shared by the young people to keep the conversation going. ☐ We repeat the shared ideas and use them to turn them into questions. ☐ We formulate questions that make sense to ask in the course of the conversation. ☐ We make use of "Happenstance"/casualties ☐ We respond to the needs of the young person (stop, accompany,...).
4.-CLOSING THE INTERVIEW: ☐ It was a natural closure ☐ It was necessary to accompany the closing
5.-OBSERVATIONS AND SUBSEQUENT ANALYSIS

TRAINNING SESSION: COCREATION

What is co-creating?

It is a meaningful collaboration between students and educators (teachers, pedagogues, social educators, social workers...) in which students become active participants in the learning process, building knowledge and resources.

Further democratisation of the education system

What are the principles of co-creation?

Going from small to big	Ensure that collaboration is meaningful and meaningful (not empty promises).
Regularly questioning motivations and practices	Flexibility in the process
Transparency	Good communication

Students are placed in the centre

What does it mean and what does it imply to be a student co-creator?

Being a student co-creator means being part of a social academic community whose aim is to become an active participant in a socio-cultural practice with integrated and inseparable learning. The balance between building the learner's own competence, testing, reflection and responsibility in the educational context is its fundamental principle.

It enables them to actively build their academic identity and helps them to feel more confident and secure in the academic environment.

For all this to happen, the elementary pillars must appear:

- Active learning: engage them in learning processes that demand engagement and promote active reflection in the activity. Learners develop understanding by making connections and creating meaning, which creates a logical connection between theory and practice.
- Equality in the relationship: between students themselves and between students and teachers.

Transition from passive recipients to active agents.

From simply doing activities and exercises to developing an awareness of what is being learned

- Community: created through interaction to achieve mutual understanding of each other and the subject matter.
- Participation and engagement: strengthens the relationship between learners themselves, but also between learners and educators.
- Capability-based approach: focuses on capabilities and opportunities rather than on

> Through this process, growth in knowledge is connected with growth in self-esteem and aspirations.

alleged deficits or difficulties in the learning achievement process.

How does this process unfold?

Generate an environment that provides access to an educational experience in which codes and situations are given that promote the strengths and experiences of the learners involved. At the same time breaking with the traditional role of the educator while maintaining professional prestige, but opening up possibilities to redefine and broaden their understanding.

Continuously creating a shared identity in cooperation with others, participating in and contributing to the practices of the group (co-creator). Such a group consists of three dimensions:

- Having a common interest. In this case it would be learning and the achievement of educational objectives.
- Importance of facilitating the process of developing a co-creation community, ensuring the involvement of all participants. Ideally, the work should ideally be led by the young people themselves. Design should motivate the imagination and ability to think differently, and thus be able to generate creative and innovative solutions.
  In addition, external experts or professionals may be involved. E.g.: sessions with former students; or professionals involved in the classroom.
- The outcome of the group work, i.e. the knowledge that has been co-created, should be applicable to all participants involved.
  Materials should also be developed: tools, strategies, guidelines, stories, reports... An example would be to create a portfolio per student with the work done.

Tools to facilitate the process: open sessions, practical workshops (e.g. creating a timeline), visualisations, theatre, commentary on readings, intervention sessions, brainstorming exercises, etc.

What challenges will be faced?

There are 3 main challenges, which may coincide and are identified by both professionals and learners:

1. Overcoming resistance to co-creation (of learning and teaching).
   → Professional concerns: how to find time for co-creation in addition to already heavy workloads; how young people can contribute to the learning process when they have no pedagogical or subject matter expertise; and when to give learners a voice.

→ Doubts students: why they should step out of their traditional role and engage in the creative process and what they get out of it. There is also often resistance due to stress/anxiety about the unknown and concern that minimum learning standards will not be met.

How is it solved?

Simple interventions, such as discussing ideas or reflecting on co-creation experiences, provide motivation for the possibilities that emerge.

In the case where the teacher is concerned about achieving the objectives set using co-creation, the answer is: flexibility.

2. Navigating institutional structures, practices and norms.
Co-creating does not mean that all rules are debatable, but that structures can be modified to address the challenge of balancing institutional requirements with student and faculty efforts, thus co-creating additional opportunities for learning and engagement.
To this end, it is important to set clear, specific and achievable objectives.

3. Establish a creative co-creation approach.
Students are perceived as possessors and creators of knowledge.
Rather than focusing on the real or perceived shortcomings of certain groups of learners, the focus is on highlighting the different abilities, strengths and valuable perspectives that learners bring to the learning and teaching process.

What are the benefits?

Students, teachers and institutions:

Improving engagement	Motivation	Effective learning
Increased sense of identity	Better classroom experience	Better relations between students
Best student - student ratio educator	Personal and educational capacity building	Educational needs met
Increased self-confidence	Increased sense of belonging	Employability is maximised

TRAINNING SESSION: COCREATION

<table>
<tr><td colspan="4" align="center">STRUCTURE OF THE TRAINING SESSION</td></tr>
<tr><td>Duration of the Session</td><td colspan="3">1'5H</td></tr>
<tr><td>Topic to work on</td><td colspan="3">Co-creation</td></tr>
<tr><td>Objectives of the session</td><td colspan="3">Obtain a general idea of co-creation and its implications for daily work.
Assess the advantages of applying co-creation.
Adapt the methodology to our work.
Decide when and how we can apply co-creation.
Analyze the way in which classes are currently taught and the educator-student relationship.</td></tr>
<tr><td>Resources (Padlet, Drive, Powerpoint, ..)</td><td colspan="3">PowerPoint
Sheets
Pens</td></tr>
<tr><td colspan="4" align="center">ACTIVITY DEVELOPMENT</td></tr>
<tr><td>TASK</td><td>METHODOLOGY</td><td>RESOURCES</td><td>TIME</td></tr>
<tr><td>Presentation of the basic ideas of what co-creation is.</td><td>Presentation by the specialist staff.</td><td>PowerPoint</td><td>15 min.</td></tr>
<tr><td rowspan="2">How to apply the methodology in a creative group activity</td><td>Work in collaborative groups of 3/4 people</td><td>"Advertising campaign" in small groups

A representative of the group explains its advertising campaign.</td><td>30 min

15 min</td></tr>
<tr><td>Common work among all.
With all the contributions</td><td>Shared common document</td><td>30 min.</td></tr>
</table>

	made, a joint reflection is carried out to identify how the methodology can be applied in our school.		
More information (OPTIONAL)	Delivery of complementary documentation	Document to extend information	
TOTAL			90 min.

EVIDENCES
"Advertising campaign"
POWERPOINT COCREATION
Photos
Session evaluation template
Participants' signature sheet

Assessment of the session

SESSION: CO-CREATION					
Location of the session (Organization and country)					
Number of participants (role models)		Male		Female	
Do you think that the duration of the session was adequate?	Too short	Too Long	Suitable	Totally suitable	NC
Assesses the achievement of the objectives of the session					
Gain an overview of co-creation and the implications for the daily task	1	2	3	4	NC
Assess progress in the application of co-creation	1	2	3	4	NC
Adapt the methodology to our reality	1	2	3	4	NC
Decide when and how we can apply co-creation	1	2	3	4	NC
Analyze the way classes are currently taught and the educator/student relationship.	1	2	3	4	NC
Evaluate each of the activities carried out, considering whether they have helped to achieve the objectives.					
Presentation of basic ideas of co-creation	1	2	3	4	NC
Work in small groups	1	2	3	4	NC
"Advertising Campaign": how we can apply co-creation to our daily work".	1	2	3	4	NC
Assesses whether the materials used have been valid for the achievement of the objectives.					
PowerPoint, Padlet, folis, pens..	1	2	3	4	NC
Any comments on the session?					

*Please rate from 1 to 4, 1 being the most negative value and 4 the most positive value.You can also answer NC (no answer/ no comment).

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CHECK LIST COCREATION

"COCREATION" MAIN IDEAS

It is a meaningful collaboration between learners and professionals in which learners become active participants in the learning process, building knowledge and resources.

Through this process, growth in knowledge is connected to growth in self-esteem and aspirations.

FUNDAMENTAL PILLARS:

- Active learning.

- Equality in the relationship

- Community.

- Participation and engagement.

- Capability-based approach.

TO BE TAKEN INTO ACCOUNT
1.- It must consist of 3 dimensions: - Having a common interest. - Facilitating the co-creation process by ensuring the involvement of all participants. - The result of this work (co-created knowledge) must be applicable to all the people involved. 2.- Tools to facilitate the process: open sessions, practical workshops, brainstorming exercises, visualisations, comments on readings, theatre, etc.

CHECK LIST COCREATION

1.-CONTEXT AND ENVIRONMENT:

☐ The activity takes place in a relaxed and pleasant atmosphere.
☐ It takes place in the .... session.
☐ Groups generated ....
☐ Members per group ....

2.-PRESENTATION:

☐ Introduction of the objectives of the methodology (adapted vocabulary) and of the activity.
☐ We clarify the role of the learner as an active participant in the learning process.
☐ We clarify the role of the professional as a guide and partner in the learning process.
☐ We show the importance of the personal involvement of each member of the team (Commitment to participation).

3.-DEVELOPMENT OF THE ACTIVITY:

☐ A theme/activity is proposed, avoiding the introduction of ideas as experts.
☐ Groups are formed in a free-choice format, specifying the number of participants/group.
☐ The necessary resources are provided for the activity (Tablet, paper, etc.).
☐ The creativity and freedom of work of each team is encouraged.
☐ There is active listening on the part of the professional.
☐ We establish a climate of respect and appreciation of each contribution made.
☐ The trainer indirectly facilitates the tangible result.

4.-CLOSING OF THE ACTIVITY:

☐ A final product per work team is achieved.
☐ The concepts/knowledge to be worked on in the session emerge in the groups.
☐ We offer the support material for the completion of the activity.

5.-OBSERVATIONS AND SUBSEQUENT ANALYSIS

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