Cooperation with regional partners- a way for a University to excel.

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Cooperation with 1) Telemark County  
2) Vestfold and Telemark County

- Starting a research project on Drop out
- Developing several cooperative projects
  - Developmental projects
  - Research following the projects
- Student’s master thesis’
- Erasmus+ KAll, Strategic partnership (MaCE)
- Erasmus+ KAllI Social Inclusion (COSI.ed)
- ???
Youth, completion and drop out in Telemark (2013-2023)

Research financed by FARVE – Department for welfare and work and USN

Project leaders:
Professor Mette Bunting
Associate Professor Geir Moshuus

Other researchers:
Associate Professor Torill A. Halvorsen
Assistant Professor Elisabeth Gulløy
Assistant Professor Kathrine Bordevich
PhD-candidate Mari Bergåker

19 students doing their master thesis
The question we ask ourselves is:
• How do the youths explain what led to dropping out of school?

The research questions are as follows:
• What reasons do the youths give for leaving school before completion?
• How do their life stories mirror their drop-out story?
Methodology

Longitudinal qualitative study- 10 years altogether, we are in the fifth year

Narrative interviews, collect an in-depth knowledge of the individual life stories.

- 71 participants,
- Age of 16-21, when we started
- Are interviewed 1-4 times, dependant on availability
Young people’s own stories about dropping out in Norway: an indirect approach

Research on dropout

• Often focus on the factors leading to dropout, more groups more vulnerable than others
• Need for more knowledge about the processes behind and in the dropout situation
Marginalisation and Co-created Education 2017-2020
3 partners
9 lecturers
51+ Master and BA students
The idea of MaCE

- co-creating will strengthen the students’ learning process and outcome
- the students lived experience will be an asset in the learning process
- through co-creation and methodology, we will be able to develop the educational programmes that better includes first generation students.
MaCE

• Context
  – Universities from areas with a lot of students with low socio-economic background
  – Including first generation students to work against dropout from BA and AM studies
  – Expand our knowledge about dropout with a focus on relational experiences

• Project:
  – Social inclusion through participation as co-researchers in a research environment
  – To be a co-researcher will strengthen the student’s learning and access to the labour marked.
  – The students background and experience would be a strength in the research being done.

• Results:
  – The students completed and experienced mastering, increased learning results and are encouraged to go further in their education.
  – MaCE-model developed - Equality Literacy (EQL)
  – Journal with student’s articles
  – Published with the students a book (academic anthology)
  – A handbook and online teaching – see www.usn.no/mace
We produced

- A model about preventing dropout from Higher education
- A model about preventing dropout/follow up Early School Leavers (ESL)
- Methodological course available for others
- A «Hand book» for working with students as co-researchers
- A book co-written with students
- Impact local, nationally and internationally
MaCE

• Co-creating

• The Indirect approach

• Equality Literacy /Framework for Wellbeing, Education, Learning and Development

• How we view working together- educate young people and children

• How we communicate and grasp the young person’s perspective, and see it as vital in learning and development

• Framework for both staff and young people to understand what strengthens and hinders learning and development- also outside school context
Co-creating, Co-researchers

• Being co-researchers mean being part of a social academic community where the aim is to become an active participant of a socio cultural practice, where learning is an integrated and inseparable aspect (Lave & Wenger, 2003a). Such a balance between building on student’s own competence, trying it out, reflecting and being accountable in the learning situation, is the main principle we have tried to make room for, and can of course be challenging, as some students also expressed.

• We found that Lave and Wenger’s concept *Legitimate Peripheral Participation* described the students being a newcomer in the beginning of MaCE, but then gradually attaining knowledge and moving towards becoming more of an expert. When the students entered the community as a newcomer they were more on the outside, but through their participation moved forward and became an active participant with the goal of full participation. Through the processes in the communities- through the different courses, mentoring and the practices they were involved in- the students moved closer to the centre of the research community. The students were co-creators of the project and part of the research- negotiating, collaborating, challenging and defining the relationship within the community. This is an active, not a passive social learning process.
Feedback from two students

“I think that never have I been so confident in such a situation before. Both the students and the researchers in the project are very open and forthcoming. I think it is because we have a common goal and even though we have different backgrounds and experiences that brings us together as a community.” (BA-student)

“I experienced that I went from being a student with very little insight into research, to learning a lot and getting great competencies. To be a part of a learning community showed that research is a living and dynamic process. My development has really been huge and I am in a total different place now, than I were last year.” (Master student)
Indirect approach
We have an obligation to ask:

From where do our questions originate?

And then we know to whom we are accountable.
We had to find another way!

1. We have to find the unique and personal experiences to each of the young people
2. We have to build the relationship between us and the young person
3. We do NOT want answers to our questions- we want to get hold of the young people’s own stories about their lives
4. Vulnerable young people demand another approach
Equality Literacy

Figure 1. The equalities literacy framework.
Without being conscious about Equality Literacy, one can perceive oneself or others in ways that they:

• Interpret wrongly, be prejudice

• Hindring learning

• Blaming, naming or individualise explanations

• Unconcensly acknowledge power structures and through this strengthen inequality.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Description</th>
<th>Topics</th>
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<tr>
<td>Marginalisation and Co-created Education</td>
<td>Through the Erasmus+ project Marginalisation and Co-Created Education (MaCE) Higher Education students from a range of positions were able to become part of the academic research community, being ...</td>
<td>New innovative curricular/educational methods/development of training courses; Inclusion - equity; Early School Leaving / combating failure in education</td>
<td>2017</td>
<td>EN IT ES</td>
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<td>Mission to Mars</td>
<td>« Mission to Mars Project » aims at gathering and working together students from two schools : Jean Mace Junior High School in Perpignan, France and Ve. Ignazio Capizzi Instituto Superiore in Bronte, ...</td>
<td>ICT - new technologies - digital competences; Natural sciences; Early School Leaving / combating failure in education</td>
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<td>IT ES</td>
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<td>CO-created Education through Social Inclusion</td>
<td>GGOSI ed will upscale the good practice from the Erasmus+ project on Marginalisation and Co-created Education (MaCE) of socially disadvantaged learners to excel at school and work. The model build...</td>
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<td>Higher education student and staff mobility project</td>
<td>JEAN MACE HIGH SCHOOL has been part of the Erasmus charter plan the 2008 session (2008 to 2014 and 2014 to now). The school project particularly emphasizes international opening. The school curric...</td>
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Co-created education through Social Inclusion
COSI.ed
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<td>Poland</td>
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<td>Warsaw Centre for Socio-Educational Innovation and Training</td>
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<td>Portugal</td>
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<td>AE2O – Associação para a Educação de Segunda Oportunidade</td>
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<td>Spain</td>
<td>University of the Balearic Islands</td>
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<td>EAPN: European anti-poverty network-illes Balears</td>
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<td>Sociedad Cooperativa de Iniciativa Social y Formación Ocupacional Jovent.</td>
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lack of equality of outcomes (material wealth), and lack of equality of opportunity (type of life)

equalizing opportunities more than equalizing income

the relevance of “contingent circumstances, being both personal and social”
Social inclusion

The degree to which people are and feel integrated in the different relationships, organisations, sub-systems and structures that constitute everyday life.

Education has an important role and contributes to social inclusion
The purpose of COSI.ed

COSI.ed will upscale the proven good practice from the Erasmus+ project; Marginalisation and Co-created Education (MaCE) of **socially including disadvantaged learners** to excel at school and work - to local, regional, national and European policy level.
“Young people grow up in a very different world from that of their parents” (Guest, 2016).

• Jobs are disappearing, and new ones are created.
• Lower-skill jobs and manual labour jobs are especially affected
• This requires
  – more flexibility, a willingness and ability for life-long learning
  – a different and more complex skill-set.
• 65% of children entering primary school today may ultimately end up working in new types of job that do not yet exist.
• Education and training are more important than ever to ensure social inclusion.
• Vulnerable groups
  – are disproportionally affected by this
  – have traditionally been underrepresented in the higher education system.
• The underrepresentation of vulnerable groups in higher education comes at a high personal and societal cost and hinders people from realising their full potential.
The idea

- Testing the MaCE-model in several contexts, upgrade MACE towards an European COSI.ed at policy level
- Different target groups and role models
- Different European countries (The north, the South, the East)
- Different socio-economic areas generally and regional
- Urban and districts
- Dropouts- not dropping out

Our focus: transitions- the use of the model will our target groups master the transitions and complete education and then be better equipped to take their place in society
Target group

- Denmark - preparing Basic Education (FGU) 15-25 yr old
- Poland - 7th and 8th grade - transition to secondary education 14-18 yrs old
- Spain - 3rd sector entities - vocational courses of ELET, 16-24 yrs old
- Portugal - Second chance school - a response to elet 15-25 yr olds
- Norway - Vocational secondary education, 16-20 yr old
Objectives:

• To significantly reduce ELET at different levels of the education
• To increase the percentage of students to complete/stay in education when compared to groups in the same education pathways WITHOUT the COSI.ed methodology
• To develop collaborative methods of co-researching and co-creating with youth, educational staff, researchers, stakeholders and policymakers
• To contribute to the development of a more inclusive and egalitarian educational model adapted to the needs and society of today
• To redesign the current 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
• To work with and towards policymakers at different levels to implement the methodology at the systemic level in order to include the model in future inclusive education policies
3 phases

• Learn about MaCE
• Upscale to COSI.edu through trying out 6 kontekster
• Upscaling to a European setting - policy level
# The work packages

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<td>Transferring the MaCE-model</td>
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<td>Developing the COSI.ed model regionally</td>
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<td>Promoting the use of COSI.ed model in inclusive education and youth policies</td>
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<td>Work package 6</td>
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<td>Collaborative competence groups (CCG)</td>
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<td>Work package 7</td>
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Without the Cooperation with our regional partner- USN would not have excelled

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