



Pioneering policies and practices tackling educational inequalities in Europe

## Deliverable No. 6.5

Evidence-based co-authored and open-access report of most promising pioneering policies and practices

Call:	H2020-SC6-Transformations-2020
Topic:	TRANSFORMATIONS-22-2020: Enhancing access and uptake of education to reverse inequalities
Funding Scheme:	Research & Innovation Action (RIA)
Grant Agreement no.:	101004392
Project Title:	Pioneering policies and practices tackling educational inequalities in Europe
Contractual Submission Date:	31/12/2023
Actual Submission Date:	18/12/2023
Responsible partner:	Switzerland





## MOSAIK [12]

<b>Country</b>	Switzerland
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<b>Name of the policy / practice</b>	MOSAIK [12]
<b>Short description and the main characteristics of the policy / practice</b>	MOSAIK refers to a school model with a distinct pedagogical concept that an increasing number of Swiss public schools have adopted over recent years. MOSAIK is an acronym summarising its key aspects, namely Motivation, Openness, Self-efficacy, Age-mixing, Individuality and K[C]ooperation. Key features of MOSAIK schools are individualised instruction in mixed-age and mixed-ability classes, high shares of self-organised learning units, self-administered testing and mixed learning groups within classes. MOSAIK schools aim to foster students' motivation to learn and experiences of self-efficacy and to promote cooperation within classes. Typically, teachers in MOSAIK schools work in teams responsible for multiple classes. Classes are comprised of students from different grades (mostly grades 7 to 9). Unlike conventional public schools at the lower secondary level in Switzerland, there is no ability grouping in classes of MOSAIK schools, meaning that students are grouped in the same class, which would otherwise be in separate classes with differing ability requirements. Since MOSAIK schools lever out tracking – or at least delay tracking until the transition into upper secondary education – they alleviate the frequently suggested negative consequences of tracking. While the concept of MOSAIK sets a framework, schools implementing the MOSAIK model are relatively autonomous regarding governance and determining suitable pedagogical tools. MOSAIK is only one of several mixed-age/mixed-ability school models that can be implemented in public schools.
<b>Target group of the policy / practice:</b>	Since MOSAIK schools are public schools, they target all students. Usually, MOSAIK schools have resources allocated for integrative education by special needs teachers.
<b>Educational stage or transition phase of the policy / practice</b>	In most cases, MOSAIK schools are at the lower secondary level. There are a handful of schools that implemented the MOSAIK model at the primary level as well.
<b>Type of inequality the policy / practice tackles</b>	With its design to provide integrative and comprehensive schooling for all, the MOSAIK model levers out segregation in an otherwise stratified education system. The model, thus, primarily addresses inequalities in access to education. The individualised instruction and the focus on self-organised learning allows teachers to teachers to address the specific needs of a student, which fosters equality in treatment.
<b>Level of implementation</b>	Like all public schools, MOSAIK schools are regulated within the compulsory education legislation. At the meso level, an umbrella organisation supports and networks the existing MOSAIK schools and advises schools interested in implementing the MOSAIK model. The implementation of the school model happens

		at the level of a single school and follows a participatory approach, including teacher, student and parent councils.	
<b>MILC dimensions</b>		<p><i>Multilevel:</i> At the macro level, the MOSAIK model implicitly problematises specific education system features – mainly ability grouping and separation – as factors that hamper adolescents’ individual growth and create educational inequalities. By design, MOSAIK understands the meso level of schools and how schools are organised as a crucial element of enabling young people’s personal growth. At the micro level, the emphasis on individualised learning in the MOSAIK model allows learners to take responsibility and grow based on their own experiences.</p> <p><i>Intersectionalities:</i> Since MOSAIK schools are public schools, they do not target specific intersectional groups.</p> <p><i>Life course perspective:</i> MOSAIK strongly focuses on the life course perspective. MOSAIK aims to strengthen students’ self-efficacy and prepares them to be self-reliant in their further educational careers. Furthermore, MOSAIK seeks to alleviate the long-lasting implications of educational tracking by prolonging the number of school years students spend in an integrated learning environment.</p>	
<b>Key dimensions of the identification procedure</b>			
<b>CONDITIONS: Foundational premise level</b>	<i>Comprehensive</i>	MOSAIK represents a highly comprehensive, holistic and inclusive understanding of education.	High
	<i>Coherent</i>	With its strong emphasis on self-organised learning and cooperation, MOSAIK aims to strengthen individual growth.	High
	<i>Continuous</i>	MOSAIK is implemented within the public school system and is thus legally recognised and publicly funded. However, whether the practice of MOSAIK schools is sustainable strongly depends on how the model is implemented within a specific school and whether all involved actors support the continuation of this model.	Medium
<b>ELEMENTS: Structural level</b>	<i>Contextual</i>	While MOSAIK is based on an overarching pedagogical concept, schools are free to adapt and develop this school model to best suit their specific needs.	High
	<i>Relational</i>	The MOSAIK model puts emphasis on the collaboration and participation of all involved actors, including students, teachers, parents and the educational authorities.	High

<b>TOOLS: Action level</b>	<i>Autonomous</i>	MOSAIK is a school model that is inherently responsive to the needs of involved actors. Thus, both students and teachers can shape how the model is implemented. In many cases, implementing the MOSAIK model starts as a bottom-up initiative.	High
	<i>Reflexive</i>	MOSAIK schools constantly seek to redevelop and improve how the MOSAIK model is implemented. Since MOSAIK fosters participation, this process involves all relevant actors.	High
<b>Evidence backing the policy / practice:</b>		Some evaluations indicate that students' learning outcomes in MOSAIK schools do not differ – neither positively nor negatively – from their counterparts in ordinary public schools. However, some evidence suggests that students in MOSAIK schools perform better with regard to self- and social competences (e.g. motivation, self-reliance, self-efficacy, collaboration). One evaluation focused on the implementation of self-organised learning in a MOSAIK school and found that self-organised learning does not decrease learning outcomes but rather fosters self-reliance and collaboration between students. However, low-performing students seem to experience more difficulties when settling in with self-organised learning (PH Bern 2017).	
<b>Brief concluding analysis of policy / practice in the context:</b>		MOSAIK refers to a school model with a distinct pedagogical concept, relying strongly on individualised learning, with the aim of strengthening students' motivation to learn and experiences of self-efficacy. MOSAIK schools offer individualised instruction in mixed-age and mixed-ability classes. The MOSAIK model can be implemented in public schools, effectively alleviating the negative consequences of early tracking and ability grouping.	

References:

PH Bern. (2017). PROJEKT ‚SELBSTORGANISIERTES LERNEN AN DER MOSAIKSCHULE MUNZINGER‘. Bericht Projektphase 1 [Project ‘Self-organised learning at the Munzinger MOSAIK school’. Report on project phase 1]. Bern: PH Bern.