



## **Inter-Cultural Community Evaluation and Planning (ICCEP)**

Program for Multiplier Event

*“Exploring the Challenges for Inter-Cultural Community Evaluation and Planning”*

November 18<sup>th</sup>, 2022 9:15 AM-2:00 PM

Stort møterom, Georg Sverdrups hus

University of Oslo



Co-funded by the  
Erasmus+ Programme  
of the European Union

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## Welcome

For us at the Department of Teacher Education and School Research (ILS), it is a pleasure to welcome you to this event.

The context of this project entitled Intercultural Community Evaluation and Planning [ICCEP], is a social and economic scenario that is increasingly concerned with the integration of migrant students into school communities. This project aims to explore and offer strategies and supports on how best to put in place the mechanisms that plan, evaluate and support the integration of migration background students into educational communities.

ICCEP is an Erasmus + project conducted by researchers from five institutions; Dublin City University, Johannes Kepler University, University of Oslo, Pamukkale University, Junta de Extremadura.

As of today, we have limited national and research-based knowledge about the ICCEP with a migration background. Throughout the project, we assemble knowledge that describes the research frontline today. Based on qualitative and quantitative data collection and analyses in schools in the five countries, we also generate new knowledge of ICCEP, especially how schools and networks collaborate in supporting students with migration backgrounds.

We wish you an interesting and exciting day.

## Velkommen

For oss ved Institutt for lærerutdanning og skoleforskning (ILS) er det en glede å ønske velkommen til dette arrangementet.

Konteksten til dette prosjektet med tittelen Intercultural Community Evaluation and Planning [ICCEP], er et sosialt og økonomisk scenario som i økende grad er opptatt av integrering av elever med migrasjonsbakgrunn i skolesamfunnet. Dette prosjektet har som mål å utforske og tilby strategier og støtte for hvordan man best kan få på plass mekanismene som planlegger, evaluerer og støtter integreringen av elever med migrasjonsbakgrunn i utdanningsmiljøer.

ICCEP er et Erasmus+-prosjekt utført av forskere fra fem land; Dublin City University, Johannes Kepler University, Universitetet i Oslo, Pamukkale University, Junta de Extremadura.

I dag har vi begrenset nasjonal og forskningsbasert kunnskap om ICCEP med migrasjonsbakgrunn. Gjennom hele prosjektet samler vi kunnskap som beskriver forskningsfronten i dag. Basert på kvalitativ og kvantitativ datainnsamling og analyser i skoler i de fem landene, genererer vi også ny kunnskap om ICCEP, spesielt hvordan skoler og nettverk samarbeider om å støtte elever med migrasjonsbakgrunn.

Vi ønsker deg en interessant og spennende dag.

## Program

ICCEP (Inter-Cultural Community Evaluation and Planning, Erasmus +)

Multiplier Event

*“Exploring the Challenges for Inter-Cultural Community Evaluation and Planning”*

Friday November 18<sup>th</sup>, 2022

**Stort møterom, Georg Sverdrups hus, University of Oslo (University Library, Blindern campus)**

### 8.45-9.15

Registration, Helga Engs hus

### 9.15-11.00

*Opening of Multiplier Event*

Jeffrey Hall and Guri Skedsmo, University of Oslo

*Welcome Address*

Rita Hvistendahl, Dean of Faculty of Educational Sciences, University of Oslo

*The role of schools and school leadership in supporting students with migration backgrounds*

Geir Johansen, Principal at Gamlebyen School, Oslo

*Introduction and Background to ICCEP (Inter-Cultural Community Evaluation and Planning)*

Martin Brown, ICCEP Project coordinator, DCU, Institute of Education

### 11.00 – 11.30

*Refreshments*

### 11.30 – 12.30

*What research tells about the challenges and opportunities for ICCEP*

Jeffrey Hall, University of Oslo

*Outcome of case studies of ICCEP practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey*

Laura Del Castillo Blanco - CEYE-Juntaex

*Inter-Cultural Community Evaluation and Planning in Schools: a conceptual framework*

Funda Nayir - Pamukkale University, and Joe O'Hara – DCU, Institute of Education

### 12.30 – 13.00

*Questions, comments and answers*

Q&A from the audience to the ICCEP team

### 13.00 – 13.15

*Concluding remarks and ICCEP Moving Forward*

Martin Brown, DCU, Institute of Education

### 13.15 – 14.00

*Refreshments and mingling*



## Speakers' Biographies



**Laura del Castillo Blanco** is a school inspector in the Spanish region of Extremadura (Junta-Ex), and has a PhD from University of Extremadura (Cáceres). Since 2018 she is main contact person in the Department of Education for the Erasmus+ Project KA201-ES01-2018-049937 "Supervising Schools in the 21st Century: Digital Tools and Improvement Plans", and for ICCEP (Intercultural Community Evaluation and Planning). Her main tasks as school inspector are control and supervision of educational centers, programs and services, as well as participation in educational evaluation. She is also member of the National Union of Inspectors of Education (Unión Sindical de Inspectores de Educación USIE), and deputy editor of the journal *Supervision 21*.



**Martin Brown** is Head of School of Policy and Practice, Co-Director of EQI – The Centre for Evaluation Quality and Inspection at DCU Institute of Education in Ireland. He is also the coordinator and for the ICCEP Project. He gained his PhD in Educational Evaluation and comparative Education Studies and his Master's degree from DCU. Research interests include Comparative Education, School Evaluation, Policy Influences in Education and Culturally Responsive Evaluation and Assessment. He supervises a number of Doctoral students in these research areas as well as coordinating and lecturing on graduate training elements in the areas of Mixed Methods Research, Quantitative Methods, Curriculum Development and Evaluation and Policies and Structures in Education.



**Jeffrey B. Hall** is Associate Professor (Educational leadership, Education law) at the Department of Teacher Education and School Research (ILS). He is also Adjunct Associate Professor at Norwegian University of Science and Technology/NTNU. Previously her worked as a teacher and school leader for 17 years in Germany and Norway. As a core member of the LE@DS (Leading Democratic Schools) network, he is involved in comparative work with New Public Management (NPM) and education reform. Hall's research also explores policy, governing, education law, leadership, school inspection and curriculum enactment. He

is program leader and teaches education law and school leadership courses in the Master's Program in Educational Leadership and National Principal Program, University of Oslo. He is main contact person for the Norwegian research team on the Erasmus+ Project ICCEP ("Inter-Cultural Community Evaluation and Planning).



**Funda Nayir** is Associate Professor of Educational Management at Pamukkale University in Turkey. She has a background in the teacher profession. Her research interests are in educational management, supervision, and teacher training. She also has expertise in culturally responsive education and was a visiting researcher in Dublin City University for 3 months. She has published in the fields of organizational behaviour, teacher training, culturally responsive education, inclusive education, school management, both qualitative and quantitative studies. She was co-PI on the Erasmus + project 'Aiding Culturally Responsive Assessment in School' (Project number: 2016-1-IE01-KA201-016889) and now co-PI on the Erasmus+ Project "Inter-Cultural Community Evaluation and Planning). She supervises Masters and PhD students in the educational management program.



**Joe O'Hara** is co-investigator on the ICCEP Ireland team and is Inaugural Full Professor of Education and a member of the School of Policy and Practice in the DCU Institute of Education. He is co-director of EQI - The Centre for Evaluation, Quality and Inspection and a member of the Centre for Culturally Responsive Evaluation and Assessment at the University of Illinois at Urbana Champaign. Joe O'Hara has worked in a variety of contexts as a teacher, researcher, administrator and external examiner and he brings these experiences to his professional engagement with education. He is specifically interested in the areas of educational evaluation, quality assurance, leadership, Initial Teacher Education, Culturally Responsive Evaluation, Policy Influences in Evaluation and gifted education. O'Hara is also current president of the European Educational Research Association (EERA).





**Rita E. Hvistendahl** (PhD) is Dean at The Faculty of Educational Sciences, University of Oslo. Professor Hvistendahl received her Ph.D. based on a study of the teaching of Norwegian in schools. Her research interests include classroom research on multicultural education, researching teaching and learning of the school subject of Norwegian in a multicultural and multilingual context, reading comprehension, minority students' literacy achievements in PISA, education of minority students and bilingual teachers. In 2003, Hvistendahl received the Oslo Research Prize for best Oslo Research (on minority students studying Norwegian literature in school), Oslo Municipality/ University of Oslo. She was also awarded the Norwegian Language Prize 2009 (Språkprisen 2009) for the book *Flerspråklighet i skolen* (Multilingualism in school).



**Geir Johansen** is Principal at Gamlebyen School in Oslo. The school was established in 1881, and marked their 140<sup>th</sup> anniversary in 2021. Today Gamlebyen School is an elementary school, covering grades 1-7. The school has approximately 320 pupils, 14 classes, introductory classes and a staff of 45 people. Here there are students from all over the world who speak over 35 different languages. Gamlebyen School has introductory classes for students who are new to Norway, and the students learn both Norwegian and other subjects. The aim is for them to learn enough Norwegian to follow education in regular classes. The school's vision is "Here starts the future" (*Her starter fremtiden*).



**Guri Skedsmo** is co-investigator in ICCEP and Associate Professor at the Department of Teacher Education and School Research, University of Oslo in Norway, as well as Professor at the Schwyz University of Teacher Education, Switzerland. Her main research interests are in the areas of educational governance and leadership, school development and change as well as professional development of school leaders. In recent years, she has participated in an EU-project on the functions of school inspection in different European countries and she co-led another EU-project on the role of feedback and coaching as part of professional learning for school leaders. As a member of the LE@DS-network (led by Prof. Helen Gunter at the Manchester University), she has for several years been involved in comparative work on New Public Management and education reform. Since 2002, she has been involved in developing professional development programmes for school leaders and she teaches at the Master's Program in Educational Leadership and the National Principal Program at the University of Oslo. Guri Skedsmo is also Editor-in-Chief for the *Journal of Educational Assessment, Evaluation and Accountability*.

# Presentations



Oslo

Gamlebyen skole

## The role of schools and school leadership in supporting students with migration backgrounds

Geir Johansen  
Head Teacher



### Our school in brief

- ▶ 310 children and 30 teachers
- ▶ Year groups 1-7 (age 6-12)
- ▶ Inclusive school in a multi-cultural and diverse area
- ▶ One in three children receives additional language support
- ▶ Language introductory classes
- ▶ Special needs group
- ▶ School library and school garden
- ▶ Established in 1881



Oslo



## Our curriculum

- › Values: equity and human rights, democracy and citizenship
- › Languages: Norwegian and English
- › Mathematics and Science
- › Humanities: Social Science (incl. History, Geography), Religion and Ethics
- › Arts: Arts and Craft, Music
- › Food Technology
- › Physical Education



## Language learning

- › Embrace the language diversity
- › Language as a tool for learning
- › Language scaffolding
- › Active and investigative pupils
- › All teachers are language teachers
- › From colloquial to academic language
- › Bridge model (Thise & Vilien, 2021)



## The role of school leaders

- › Focus on learning (Robinson, 2014)
- › Strategies and priorities
- › Working closely with the teachers
- › Professional learning community
- › Motivate, organise and facilitate
- › Recruitment of staff
- › Staff training
- › Linking leadership to student learning (Leithwood & Louis, 2012)



## School library

- › Weekly lessons for all classes
- › Presentation of literature and culture
  - Facts and fiction
  - Books and films
  - Artefacts and characters
  - Show and tell
- › Storytelling: myths and legends
- › School librarian and teachers reading
- › Reading groups



## Example from year 4: Fish in all shapes

- ▶ Reading and writing about fish
  - Facts and fiction
  - Recipes and reports
- ▶ Watching films about fish and fisheries
- ▶ Drawing and painting fish and boats
- ▶ Fishing at the quay
  - Talking with local fishermen
  - Catching mackerel
- ▶ Dissecting fish: gills and other organs
- ▶ Grilling and eating fish



## A typical week in year 2

|             | Monday            | Tuesday             | Wednesday         | Thursday          | Friday            |
|-------------|-------------------|---------------------|-------------------|-------------------|-------------------|
| 07:30-08:30 | Morning club      | Morning club        | Morning club      | Morning club      | Morning club      |
| 08:30-10:00 | Norwegian         | Phys.ed.            | Arts              | Science           | Norwegian         |
| 10:00-10:15 | Break             | Break               | Break             | Break             | Break             |
| 10:15-11:15 | Mathematics       | Mathematics         | Social Science    | English           | Music             |
| 11:15-12:00 | Lunch             | Lunch               | Lunch             | Lunch             | Lunch             |
| 12:00-13:30 | Religion          | Norwegian & Library | Norwegian         | Norwegian         | Mathematics       |
| 13:30-17:00 | After-school club | After-school club   | After-school club | After-school club | After-school club |

- ▶ Lessons from 08:30 to 13:30 are compulsory. All teaching is free, including excursions. The children bring a packed lunch from home.
- ▶ Morning Club and After School Club activities are optional for year 1-4 (max. 12 hours per week including light meals for free, additional hours are subject to charge).



## Working as a team to support children



## Additional activities

- ▶ Children can benefit from a variety of sports and other activities organised by the school and our partners
- ▶ Chess club and tournaments
- ▶ School choir, music and drama (KIGO)
- ▶ Football (CBK and VIF)
- ▶ Skiing and outdoor life (FRIGO)
- ▶ Outdoor play groups (DNT)
- ▶ Skateboarding (GSF)





## «The Gamlebyen way»

- › Growth mindset: We can do it
- › Broad and inclusive perspective
- › School and parents collaboration
- › Every member of staff is a language teacher and role model
- › Professional learning community
- › Working with the local community
- › Values and traditions



Foto: Elisabeth J. Lomshuus

## Further information

- › Visit our [website](#)
- › Send us an [e-mail](#)
- › Call the school office to make an appointment: tel. 23 47 24 50
- › Office hours:  
Monday-Friday 08:00-15:30



The screenshot shows the website for Gamlebyen skole. At the top, there is a navigation bar with links for 'Om skolen', 'Fagtilbud', 'For elever og foreldre', 'Aktivitetsskolen', and 'Kontakt oss'. There is also a search bar and a 'Logg inn' button. Below the navigation is a large image of the school building. The main content area features a 'Kalender' section with dates and events, a 'Kontakt oss' section with phone and email information, and a 'Nytt fra Oslo skolen' section with a featured article. Below these are several news articles with images and titles, such as 'Vi er på språk', 'Se, jeg fant ei knabbel!', and 'Velkommen til nytt skoleår!'. At the bottom, there are three more articles: 'Full fart med sommerklubben', 'Regnbuen veler over Gamlebyen', and 'Piknik i parken'.

## Literature

- ▶ H. Thise & K. Vilien, 2021. *Broen til fagspråket. 32 ideer som styrker språket i alle fag*. Cappelen Damm Akademisk.
- ▶ P. Gibbons, 2. utgave, 2019. *Styrk sproget, styrk læringen. Sproglig utvikling og stiladsering i flersprogede klasserum*. Samfundslitteratur.
- ▶ K. Leithwood & K. S. Louis, 2012. *Linking Leadership to Student Learning*. Jossey-Bass.
- ▶ V. Robinson, 2014. *Elevsentrert skoleledelse*. Cappelen Damm Akademisk.
- ▶ L. Stoll & K. S. Louis (Ed.), 2007. *Professional Learning Communities. Divergence, Depth and Dilemmas*. Open University Press.

# UNIVERSITY OF OSLO

## What research tells about the challenges and opportunities for ICCEP

Jeffrey B. Hall  
Associate Professor  
Department of Teacher Education and School Research  
November 18<sup>th</sup>, 2022



## Outline

- Introduction and background
- Understanding ICCEP and significance
- Research method
- Findings:
  - - Supports and barriers for ICCEP
  - - ICCEP practices in partner countries
- Discussion and conclusion



## Introduction and background

- Multiculturalism, linguistic and cultural diversity, integration of migrants in the host countries, inter-culturalism, inclusion and assimilation: predominant themes of intellectual, social and educational discourse for the past three to four decades in Europe
- Potential of migrant children is not understood, is undervalued and not supported and developed (De Paola & Brunello, 2016)
- Second-generation migrant students are systematically disadvantaged as against their native peers across EU countries (OECD, 2018)
- Percentage of early school leavers is significantly higher among migration background students in most European countries than native students (Eurydice, 2019)



Ensuring parity of opportunity, equity in educational success, psychosocial well-being and life-long learning of a diverse group of children and young people in schools and community at large cannot be thrust upon the school leaders and teachers only. There is a need for a *system-level approach and collaboration of community stakeholders*.

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## Understanding ICCEP

- Education is key to equity and inclusion in a society of migration (Fahey et al., 2019)
- Schools uniquely positioned to encourage intercultural sensitivity and respect by allowing students to engage in experiences that foster an appreciation for diverse peoples, languages and cultures (OECD, 2018).
- Involves developing quality assurance and educational governance processes supporting equity and inclusion in networked school communities of heterogeneous backgrounds.
- Reform demands schools to collaborate and review their efforts along with other stakeholder groups; filling in gaps in practice such as transition arrangements from primary to secondary schools that cannot be solved when working in isolation (Brown, McNamara, O'Hara et al., 2020).
- Not 'migrant integration' as if it was the migrants that had to do something right to successfully integrate, rather aiming to *conceptualize the processes as the transformation of the whole local community with the goal of equity and inclusion of all members*.
- Some educators tend to see in their students mainly what they lack, willingly or unwillingly, reinforcing stereotypical perceptions and biases towards migrant groups and a 'deficit' view of diversity (Herzog-Punzenberger et al., 2020)



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## Significance of ICCEP

- For the effective development of inclusion, it is not possible for schools to work in isolation but requires the support of the local community, parents and families and networks of professionals (Ainscow, 2020).
- Engaging parents, families and communities in education, as demonstrated in research, positively influences students' learning and achievement (Desforges & Abouchaar, 2003).
- Schools after having reached a certain quality threshold cannot further improve their teaching and learning unless they collaborate and make a coordinated effort as school networks (Brown et al., 2020)
- The need for new patterns of coordination arises and 'networking' is a strategy to cope with these challenges (Altrichter, 2014)

"Networks entail collaborative working between schools and between schools and other agencies, facilitating access to new ideas and innovative ways of working. This work can take a variety of forms, for example, collaborative research and enquiry, shared professional development and professional peer review; often the selection and mix of activities depends on a combination of locally determined and national priorities"

(Chapman, 2019, p. 554-555).

## Research method

- Literature review and document analysis
- Sources: policy documents, legislation, academic literature and other documentation associated with the integration of migration/minority students
- In deciding the documentary sources, the selection criteria of authenticity, credibility, representativeness and meaning are strictly adhered to (Fitzgerald, 2007).
- Search: guided by the terms "inter-culturalism", "inclusion", "integration" and "migration background/refugee students".
- First round of analysis, focus on the supports for ICCEP through the analysis of national and transnational policies and practices
- Second round mapped out the existing educational networks and school clustering with regards to how are they initiated, planned, implemented, monitored and evaluated
- ICCEP Profile for each country which was later collated as a combined report



# Supports and barriers for ICCEP

|         | Support for the students with first language other than the language of instruction  | Support for home languages   | Preparing teachers for culturally diverse learning environments  | Interculturalism in the School Curriculum   | Segregation  | Engagement of migrant parents with schools   |
|---------|--|--|--|---|--|--|
| Austria | German language support classes are offered separately 2-3 hours per week for 1 – 2 years  | Mother tongues courses are offered as optional subjects.   | Teachers' intercultural competence is a part of political rhetoric only.   | Intercultural education is a cross-curricular theme in the National Curriculum however, there is a gap between policy and practices.                | Socioeconomic status, migration background and proficiency of the German language cause school segregation.                      | Parents' participation though a legal requirement, is limited to Parents' Associations.                              |
| Ireland | EAL support is provided both during the lessons and separately. LS can be provided for 2 years   | A wide range of languages are offered as optional subject in post-primary.   | Teachers are trained for EAL but there is no policy to train teacher for teaching culturally diverse classes.  | Interculturalism is mentioned in one of the statements of learning in junior cycle curriculum however, there is a gap between policy and practices. | Segregated housing policies result in certain schools serving selective groups.  | No separate arrangement for immigrant parents. Parents are generally encouraged to participate Parents' Association. |
| Norway  | Students with Norwegian as second language are entitled to separate education in Norwegian until they are sufficiently proficient in the language to follow mainstream teaching in it.   | Students with no knowledge of Norwegian are also entitled to mother tongue education, content and language integrated learning, along with Norwegian language support. | Intercultural education is included in ITE programmes. Skills related to intercultural education that teachers should have acquired by the end of their training are also specified. | Respect for diversity and inclusiveness are included in the core curriculum values and principles   | Residential segregation is resulting in school segregation in large cities, especially Oslo.                                     | Government promotes parent-school cooperation to improve learning outcomes and reduce drop out risk.                 |
| Spain   | At primary level students are immersed in the mainstream classes, at lower secondary, students attend mainstream as well as language support classes and at secondary level, support is according to individual students' needs. LS may last for 2 years | Arabic, Romanian and Portuguese are offered as optional subjects in regions with concentration of Romanian, Portuguese and Moroccan immigrants.                        | Teacher Training and Educational research and Innovation Institute develops training courses to cover themes such as, interculturalism   | Intercultural education is a cross-curricular theme.  | Residential segregation results in migrant children studying in schools in disadvantaged suburbs.                                | Education Law encourages parents' involvement in the Education System.   |
| Turkey  | For grade 1 & 2 language immersion model is followed while for classes 3 - 12, 15 hourly classes are organised other than the mainstream classes. LS classes continue for 1 year   | Arabic language courses for Syrian students to improve their skill in their native language.   | Workshops are organised to sensitise the school leaders and teachers about the academic and psychosocial needs of Syrian students (who have experienced trauma).                     | Syrian refugees are taught the curriculum of the Turkish Public Schools.  | Syrian refugees are clustered in areas with low rental rates and their children also attend the schools in these neighbourhoods. | Very limited scope for parental involvement.   |

|         | Segregation  | Engagement of migrant parents with schools   |
|---------|--|--|
| Austria | Socioeconomic status, migration background and proficiency of the German language cause school segregation.                      | Parents' participation though a legal requirement, is limited to Parents' Associations.                              |
| Ireland | Segregated housing policies result in certain schools serving selective groups.  | No separate arrangement for immigrant parents. Parents are generally encouraged to participate Parents' Association. |
| Norway  | Residential segregation is resulting in school segregation in large cities, especially Oslo.                                     | Government promotes parent-school cooperation to improve learning outcomes and reduce drop out risk.                 |
| Spain   | Residential segregation results in migrant children studying in schools in disadvantaged suburbs.                                | Education Law encourages parents' involvement in the Education System.   |
| Turkey  | Syrian refugees are clustered in areas with low rental rates and their children also attend the schools in these neighbourhoods. | Very limited scope for parental involvement.   |

## Mapping out ICCEP practices

|         | Existing Regional/Community-based Educational Networks                                | Focus of the Educational Networks   | Who initiates the Educational Networks?   | Who plans the Educational Networks?   | Who monitors & evaluates the Educational Networks?   |
|---------|---|---|---|---|--|
| Austria | Inclusive Community Wiener Neudorf, QUIMS & ForMitg                                   | Inclusive community, equity of education provision, improved learning & integration   | Elementary Education Authorities  | Elementary Education Authorities  | Schools (self-review) & Elementary Education Authorities (external evaluation)                 |
| Ireland | Local School Leadership Clusters; Creative Clusters                                   | Digital learning, STEM & Creative Arts  | Department of Education and Skills, Centre for School Leadership & Association of Teacher Education Centres | Cluster Coordinator with partner schools  | Cluster Coordinator with partner schools (self-review) & External Evaluation                   |
| Norway  | Based in municipalities, e.g. Asker Municipality & Drammen Municipality               | Migrants' capacity building for integration   | Legal obligation  | Municipalities, the Norwegian Labour and Welfare Administration & County Governors    | CEO at municipality level & principals at school level   |
| Spain   | Regional Clusters Intervención Comunitaria Intercultural, Learning Communities & MUSE | Transitions, Guidance and Counselling, prevention of early leaving, improved achievement, teachers' CPD, Inclusive Society & Interculturalism | Regional Education Administrations, Universities, Foundations & Associations                                | Schools, Regional Education Administrations, Universities, Foundations & Associations | Inspectorate, Regional Education Administrations, Foundations & Associations                   |
| Turkey  | Inter-departmental network within the Ministry of National Education                  | Integration of Syrian refugee children in Turkish Education System & society  | All decision-making rests with MoNE   | Strategic Planning is MoNE's responsibility   | Directorates of Lifelong Learning & Formal Education Branches PIKTES Provincial Administrators |

|         |  | Focus of the Educational Networks   | Who plans the Educational Networks?   | Who monitors & evaluates the Educational Networks?   |
|---------|--|---|---|--|
| Austria |  | Inclusive community, equity of education provision, improved learning & integration   | Elementary Education Authorities  | Schools (self-review) & Elementary Education Authorities (external evaluation)                 |
| Ireland |  | Digital learning, STEM & Creative Arts  | Cluster Coordinator with partner schools  | Cluster Coordinator with partner schools (self-review) & External Evaluation                   |
| Norway  |  | Migrants' capacity building for integration   | Municipalities, the Norwegian Labour and Welfare Administration & County Governors    | CEO at municipality level & principals at school level   |
| Spain   |  | Transitions, Guidance and Counselling, prevention of early leaving, improved achievement, teachers' CPD, Inclusive Society & Interculturalism | Schools, Regional Education Administrations, Universities, Foundations & Associations | Inspectorate, Regional Education Administrations, Foundations & Associations                   |
| Turkey  |  | Integration of Syrian refugee children in Turkish Education System & society  | Strategic Planning is MoNE's responsibility   | Directorates of Lifelong Learning & Formal Education Branches PIKTES Provincial Administrators |

## Discussion and conclusion

- Governments are keen to help the migration background children to participate fully in school life and keep ajar the doors to public education.
- In the light of regulations and high-level policies to facilitate migrant children's language and learning, prepare teachers to manage the learning of diverse groups of children, develop intercultural curricula and avoid clustering in some specific neighborhood schools can these countries claim to have inclusive and open societies without any bias?
- Spain, Austria, Ireland and Norway have some precedents of educational networking and community-based clusters where different agencies have collaborated to encourage inclusivity in schools.



## cont.

- Continuing notion among governments and policy makers that schools, principals, teacher and parents acting alone can or in 'clusters' or 'networks' can solve problems which exist on a wide societal scale, is striking
- Major systems wide radical initiatives - in curriculum and assessment, teacher selection and education, school and district de-segregation – are *avoided* for many reasons, including political and financial cost. Instead *these worthwhile but deeply limited policies multiply and it is left to schools, alone or in small groups to do their best.*





# Case Studies on ICCEP Practices in Partner Countries

University of Oslo, 18<sup>th</sup> November 2022

LAURA DEL CASTILLO BLANCO



JUNTA DE EXTREMADURA

Consejería de Educación y Empleo  
SPAIN

Co-funded by the  
Erasmus+ Programme  
of the European Union



## Introduction

AIM:

to elicit the experiences of all stakeholders in relation to working, evaluating and planning in a network of schools and support services responsible for the integration of migrant students in communities.

## FIRST STEPS

Designing a protocol

Identifying cases

Gaining consent

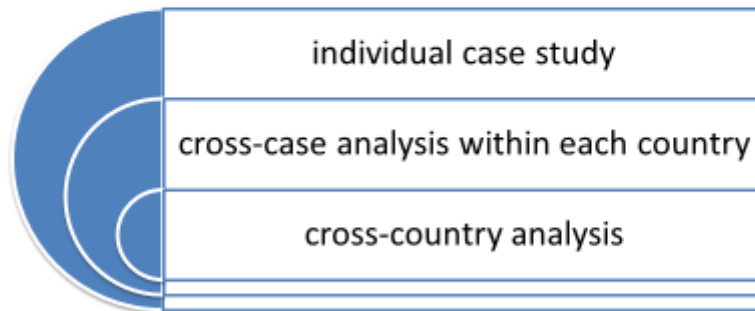
Conducting case studies

## TYPES OF EVIDENCE

9-15 audio recorded interviews per case

- 3-7 school staff
- 3-7 community actors
- 1-2 student
- 1-2 parents

## Analysis and writing up findings



## CATEGORIES FOR DEDUCTIVE CODING

- *Brief description of the network*
- *Network Governance*
- *Goals and Effects*
- *Activities and Measures*
- *Rules and Resources*
- *Building up and maintaining a network*
- *Project effects*
- *Support for children with migration background*
- *Community planning*
- *Community evaluation*
- *Other curriculum*
- *COVID-19*

## NETWORKS IN AUSTRIA

2 primary schools, 1 middle school and 1 primary and middle:

**N1:** educational, health, social institutions, representatives of scientific disciplines, stakeholders from politics and administration

**N2:** local initiatives and institutions, retirement home, police, social organizations and a museum

**N3:** youth center, parents, experts from arts and culture, research institutions and universities

**N4:** volunteers –retired teachers.

## NETWORKS IN IRELAND

4 primary schools and 1 post primary (rural and urban)

Two categories of networks:

❖ **Systemic networks:** Education and training boards, National association of Principals and Deputies, Teacher Union Ireland, National Educational Psychological Service, Health and Social Care and TUSLA – A child and family agency

❖ **Local area networks:** County councils, local businesses, associations and NGOs

## NETWORKS IN NORWAY

2 upper secondary schools (rural and semi-urban)

- ❖ Networks collaborate with a range of other public and private facilities, youth clubs, local police authorities and NGOs.
- ❖ Schools with combination programs, that handle teaching and social pedagogical work.

## NETWORKS IN SPAIN

3 primary, 1 secondary and 1 primary and secondary schools

- ❖ **Public entities:** Department of Education and Employment, Educational and Psychopedagogical guidance teams, Health centers, social services, immigration mediators in municipalities
- ❖ **Private organizations:** Red Cross, associations against Cancer, AFAVAL -foundation to prevent techno addiction-, the Spanish League for Education and Popular Culture and CEPAIM (association for the inclusion of migrants)

## NETWORKS IN TURKEY

3 secondary schools (urban)

Schools in Turkey are dependent on the central government, which is in communication and cooperation with all the schools.

3 schools with immigrant students were taken in the study since their networks cooperate with representatives of the central government.

## *Network Governance*

**In Austria:** Some actors operate at municipal level. Other actors operate at intermediate level, schools, where principals are responsible for coordination or allocate extra time or other forms of support. There is another intermediate level of school social workers, psychologists, police, association members, youth center members, librarians, etc. who are mainly concerned with implementation.

- Some school principals do have a central role for the networking projects
- Some projects have been initiated by municipal staff
- In other cases, teachers approached the school inspector and showed interest in implementing an inclusive project.

## Network Governance

### In Norway:

Key actors in both schools are social workers and health personnel, that collaborate with refugee services, for instance.

In N2 an interesting partner is a major building company, that facilitates a special vocational program.

Other partners are an NGO coined “Teeneagers against violence”; also, the Anti drug abuse contact (Ruskontakten) and The Norwegian Labour and Welfare Service (NAV)

Collaboration with the police is also mentioned.

## Network Governance

### In Spain:

In one network, the coordination falls on a **Health centre**.

In the rest of the networks school **principals** bear much of the responsibility of coordination

**Management teams’** role is to provide and organize the educational resources students of migrant origin need.

**Community Service Technical teachers** coordinate activities with social workers, school teachers and other professionals.

Relevant actors in a couple of networks are **NGOs** that provide technicians in educational mediation

With regard to resources, the role of the **administration and the inspectorate** is fundamental in all the networks.



## *Network Governance*

### **In Turkey:**

- There are no established formal networks.
- The central government requests formal and informal collaborations with institutions such as teachers, relevant parents and Provincial Directorates of Migration Management.
- Teachers cooperate with the Immigration Administration for the administrative affairs or the adult Education Center for support courses.

## *Network Governance*

### **In Ireland:**

In all the networks, the role of the principal appears to be central: they communicate with external agencies, for example.

Other actors in the Irish networks are: the home school community liaison coordinator and the School completion coordinator.

Some hindering factors relate to the decisive role of principals, the difficulties to get parents involved in some networks, and funding issues.

## Goals

- Psychological wellbeing and success of students (Irish leaders)
- Communicate effectively/language learning (Ireland, Austria, Turkey)
- Integration in the community, socialization (Ireland, Austria, Spain, Turkey)
- Providing resources – food, school material, etc. (Spain)
- Avoid bullying (Norway)
- Creating identity in students of migrant origin (Spain)
- Make pupils feel confident, give them a feeling of security, raise self-esteem (Norway, Spain)
- Make students of migrant origin aware of limitations within the law (Norway)
- **Reduce early school leaving**
- In **Turkey**, parents expect education contributes to the continuation of their migration movement

## Perceived effects

- Behavioral problems have decreased (Spain)
- Increase of parental involvement (Spain)
- Increase of number of students at their schools (Ireland and Spain)
- Prizes and nominations for schools (Austria)
- High learning and development potential for all (Austria)
- Better image of the school in the community (Spain)
- Teachers felt the need to improve competences (Turkey)

## Activities and Measures

**Ireland:** Courses for parents, facilitate attendance, retention and participation, home-school community liaison, organised training for teachers and leaders

**Turkey:** Sports competitions, language learning provision, opening of integration classes

**Norway:** Homework tutoring, 'Free breakfast for all', extracurricular activities 'meeting places'.

**Spain:** Administration programs (Disadvantage schools, familiar and personal counselling, mentoring) foundations' programs (Intercultural arts and music, gender equality, socioemotional competences) school programs (Dynamic playgrounds, school radio, cultural weeks)

**Austria:** Promoting children's rights (building a class council, intergenerational exchange, discussing issues at municipal level), multilingualism and language education, extracurricular activities to build bridges between students, families, schools and local community stakeholders

## Rules and Resources

**Specific Personnel:** To run programs and call out to houses in Ireland. Community service teachers and social educators in Spain, School counselors in Turkey, social pedagogues in Norway.

**Collaboration and community work as a resource** (Ireland, Austria, Spain)

DECISION-MAKING PROCESSES

- Ireland has made a transition including parent, student and teacher voice
- Networking outside the school is the principals' role in Ireland

HINDERING CONDITIONS:

- Need of clearer regulation and accountability in Austria
- Financial resources of associations do not always allow long-term action in Spain and Austria
- Political parties influence Project funding in Austrian communities, lack of non-teaching support personnel (social pedagogues), 3 types: teaching, health, psycho-social support
- Lack of health personnel at schools in Spain, nurses (NO)
- Lack of specific personnel for initial education in Spanish language in Spain

## *Building and Maintaining a Network*

- Involving other stakeholders in the school vision in Ireland
- Personal engagement and individual competencias (Ireland and Austria)
- Coordination and leadership (Norway, Spain and Austria)
- Face-to-face communication (Ireland and Austria)
- Positive and supportive approach (Turkey)
- Personnel continuity (Ireland Turkey Spain)
- Accessibility and presence (Ireland)
- Process openness (Spain and Austria)
- Clear responsibilities (Spain and Austria)
- Quality systems and structures (Norwegian language training)

## *COVID-19*

### **Challenges:**

Difficulty to contact the students of migrant origin (Spain and Norway, **Austria**)

Lost in the acquisition of Spanish language Spain

Some workers of associations in the network lost their Jobs in Spain

Small communication networks as the school were disrupted in Ireland

Financial difficulties and also in terms of equipment in Turkey

Equipment has to be provided for each Group separately in Ireland

Food deliveries had to be organised into classrooms in Ireland

## COVID-19

### Positive aspects:

meetings online in Austria **have opened new options**

The strengthening of relationships with families in Spain

Time and money for travel distance is saved in Austria

Schools have got additional funds in Ireland

Teacher training, communication and meetings format have improved in Ireland

Collaboration has been boosted in Spain

Class sizes are smaller in Ireland

Cooperation between social worker **and** police has increased in Austria

# ENDS

# Inter-Cultural Community Evaluation and Planning in Schools:

A Conceptual Framework

Joe O'Hara, Deniz Baransel Cinar, Funda Nayir



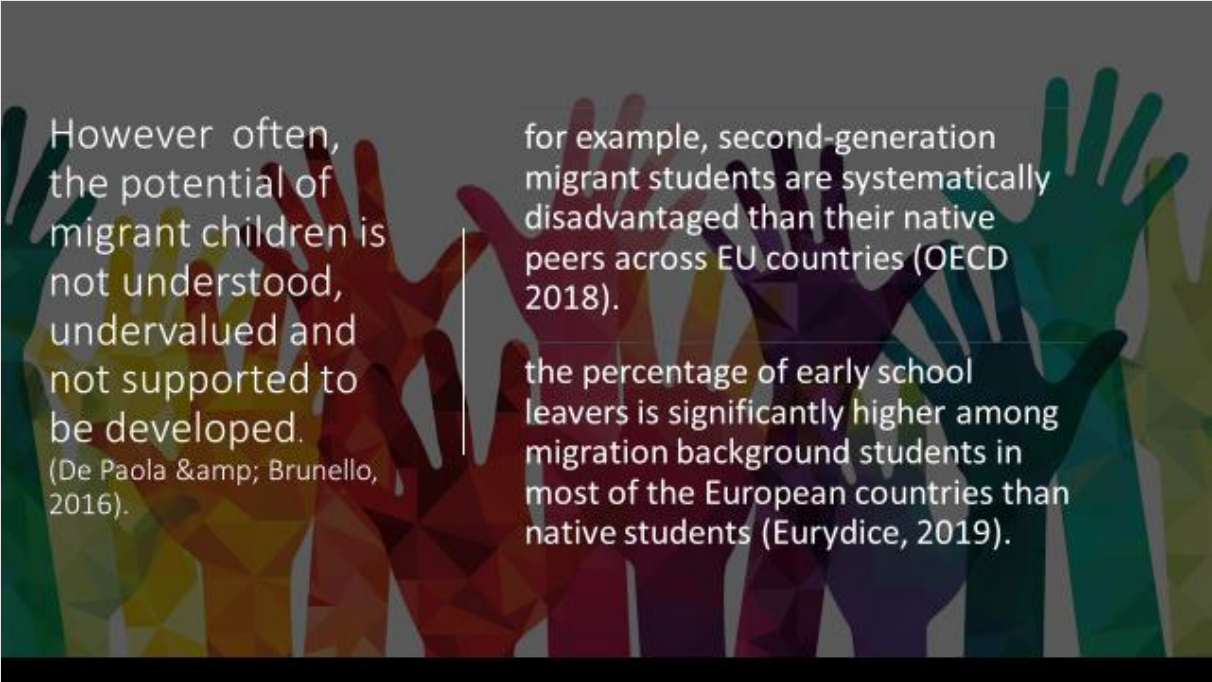
## What is ICCEP?

- Intercultural community-based evaluation and planning (ICCEP) is focused on developing quality assurance and educational governance processes that support equity and inclusion in networked school communities of mixed heritage.



## How does education function in this regard?

- Key to equity and inclusion in a society of migration (OECD, Eurydice)
- Plays a critical role in social participation and the economic mobility of migrant families
- Can facilitate increased toleration of differences and better understanding of societal norms. (Crul, Schnell, Herzog-Punzenberger et al 2012)



However often, the potential of migrant children is not understood, undervalued and not supported to be developed.

(De Paola & Brunello, 2016).

for example, second-generation migrant students are systematically disadvantaged than their native peers across EU countries (OECD 2018).

the percentage of early school leavers is significantly higher among migration background students in most of the European countries than native students (Eurydice, 2019).

There are lots of challenges which reduce migrant students' access to quality education resulting in their low achievement, early school dropout and thus, reducing future employment prospects. The European Commission Eurydice Report (2019) divides them into three categories:




## 1. Migration process-related challenges


- Leaving the home country,
- Having to acquire a new language,
- Adapting to new rules and routines in schools,
- The impact of these acculturation stressors on migrant students' overall well-being, etc.



## 2. General socio-economic and political context related challenges

- Policies affecting the availability of resources to education systems and schools to promote integration,
  - Policies promoting inclusion and equality more generally
- 

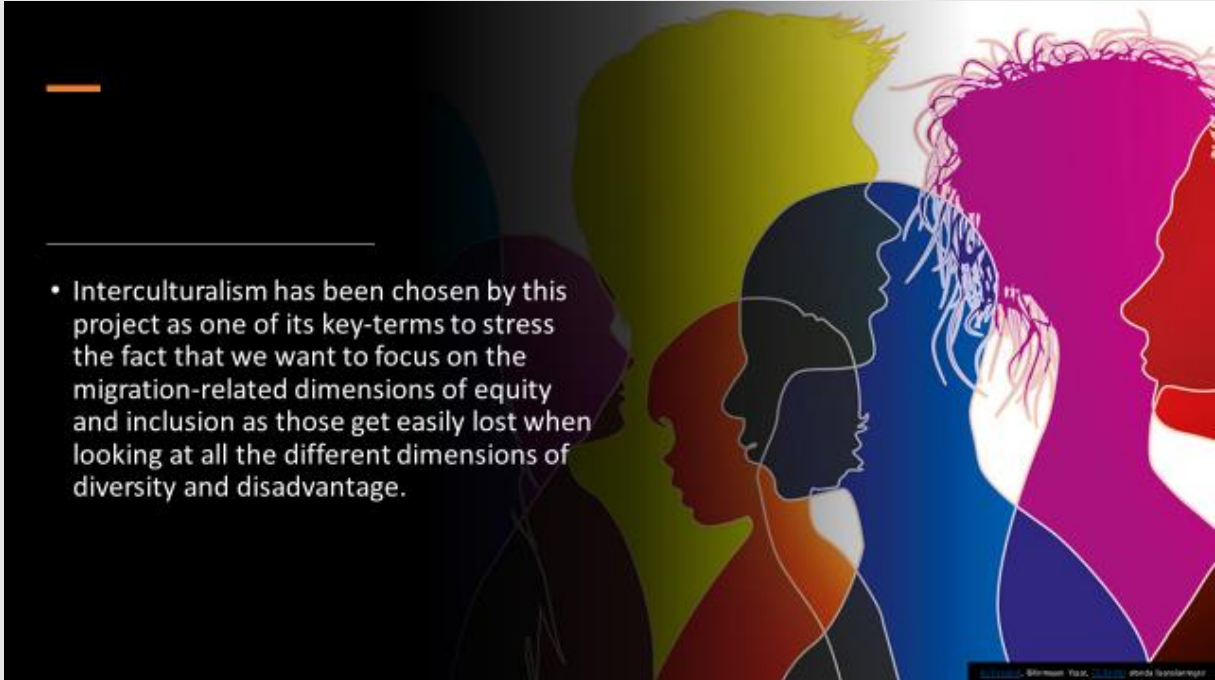
## 3. Student participation in education-related challenges


- The limited scope of initial assessment, which does not always take account of both academic and non-academic aspects
  - inappropriate grade placement,
  - language provision that is not adapted to the needs of students,
  - insufficient learning support,
  - a lack of social and emotional support,
  - assessment and certification practices which are not responsive to cultural diversity
  - teachers who are not trained and/or supported to deal with diversity in the classroom,
  - insufficient home-school cooperation
- 



## Key actions in the on the protection of children in migration contexts

- Assessment of each child's individual needs as early as possible upon arrival
- All education systems to provide access to education without delay and regardless of the child's and/or his/her parents' status.
  - European Commission's 2017 communication to the European Parliament and Council

- 
- Interculturalism has been chosen by this project as one of its key-terms to stress the fact that we want to focus on the migration-related dimensions of equity and inclusion as those get easily lost when looking at all the different dimensions of diversity and disadvantage.



## Interculturalism operates at two levels:

- Level one is the societal or macrosocial level where the challenge is to define principles and general guidelines for integration.
- Level two is the microsocial scale of neighbourhoods, community relations, and the daily life of institutions (schools, hospitals, workplaces, etc.) concerning the nature of every day human social interactions and activities on a small scale.



## In ICCEP,

- Focus is schools, the microsocial level of interculturalism, also concerned with the macrosocial level of interculturalism as it lays the foundations as well as defines supports and barriers for the microsocial level.
- Schools reflect the wider community and if anti-immigrant sentiments are extensive in society, schools have to face the situation while simultaneously struggling to make the immigrant students feel valued and cared for.
- We argue schools can do so by incorporating intercultural education in their curricula and practices.



How can schools do this ?

- Relational Reciprocity
  - the school environment,
  - the behavior and attitudes of the adults and students in the schools,
- Policies and procedures
  - Behaviour, attendance, QA policies
- Manner in which curriculum is designed and implemented.
  - Expansive pedagogical range
  - Focus on capacities / skills to enable emergence of globally engaged citizens
  - Integration of a wide range of themes / ideas / content drawn from a diverse range of sources



Schools are expected to enable all students (migrant, minority, marginalised and majority) to feel integrated and cared for so that they have equal opportunities to achieve.

- For the effective development of inclusion, it is not possible for schools to work in isolation but requires the support of the local community, parents and families and networks of professionals.
- Collaboration with the school community and among a network of professionals is **crucial for any endeavour of school improvement, including interculturality.**
- Once schools have reached a certain quality threshold, it is considered difficult for them to further develop their teaching and learning *unless they cooperate and make a coordinated effort as school networks.*

## The Benefits of Networks

### *Networking;*

- deepens the learning and engagement of students and adults,
- enhances the professional capital of teachers and leaders;
- and in the correct environment, becomes a positive force of whole system improvement.



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## The Challenges of Networks

### *Networking;*

- Not an unproblematic concept,
- Needs to be grown / nurtured
- Implies a dynamism in systems prioritise and value stability;
- Prioritising 'voice' 'inclusion' 'stakeholder engagement' 'multi-site support and evaluation' can be threatening



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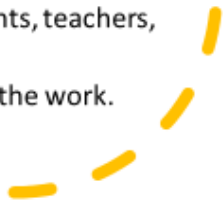


ICCEP: Networks of schools  
to support professionals

- Development of Noorani et al's 2019 model
- Exploring integration of migrant background children into schools



## Successful networks

- focus on ambitious student learning outcomes linked to effective pedagogy;
  - develop strong relationships of trust and internal accountability;
  - continuously improve practice and systems through cycles of collaborative inquiry;
  - use deliberate leadership and skilled facilitation within flat power structures;
  - frequently interact and learn inwards;
  - connect outwards to learn from others;
  - form a new partnership among students, teachers, families, and communities;
  - secure adequate resources to sustain the work.
- 



As such, the essential characteristics of ICCEP relates to that of

- collaboration between all stakeholders,
- lateral power structures,
- trust.

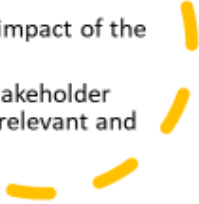
Therefore, to evaluate these networks efforts in promoting interculturalism and consequently, equity and inclusion with special emphases on students with migration background a stakeholder-driven model of 'community-based development and evaluation' is envisaged.

# ICCEP



## Inter-Cultural Community Evaluation and Planning

ICCEP;

- involves these stakeholders in planning, implementing the evaluation process and later using the results to make improvements.
  - The assertion is to collect information about activities, the impact of the activities and their effectiveness in an organised way.
  - This inclusive model of evaluation emphasises that every stakeholder actively co-generates insights and achieves learning that is relevant and applicable to them.
- 



This approach helps build stronger relationships with and amongst stakeholders so that they are better equipped to do and use evaluation together.

Therefore, the ICCEP model unequivocally recognises the role of the broader community and promotes the sharing of best practices.





Photos:

CEYE-Juntaex, Extremadura, Spain

University of Oslo, Norway

Pamukkale University, Turkey

Dublin City University, Ireland

Aschehoug Forlag, Norway



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