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IN THE NORDIC COUNTRIES

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BOOK OF ABSTRACTS

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SYMPOSIA

**IN ALPHABETICAL ORDER
BY SYMPOSIUM TITLE**

Justice through Education in the Nordic Countries: Critical Issues and Perspectives I-II

Symposium organizer: Gunilla Holm, University of Helsinki

The Nordic countries have a long tradition of fair and equal educational systems that aim to provide equal access to education irrespective of social status, economic situation, gender, language, or religious or ethnic background. With a Nordic ethos of equality together with a well-functioning democracy and financial resources it has been possible for the Nordic states to be at the forefront in promoting justice through education. However, the Nordic understandings of the aims of justice through education and of how justice through education is attained have changed during the last decades. Recently, in the Nordic countries and globally, the global discourses and local educational policies have been particularly influenced by the dynamics of globalization and marketization. Along with these global trends, also the Nordic countries and the Nordic educational systems have increasingly experienced the effects of market-oriented competition, social stratification, marginalization and social exclusion. Therefore, it is vital to research issues of justice in and through education in the Nordic countries today. How do Nordic educational structures, cultures as well as teaching and learning practices constrain or further justice in the globalizing Nordic welfare states? The presentations in these two symposia review Nordic research related to questions of social justice, equity, marginalisation, educational governance, marketization, and the implications of the market based strategies for school choice. The presentations also examine diversities and educational policies and practices of inclusion and exclusion based on gender, social class, (dis)ability, race, ethnicity, and sexual identities.

Educational and spatial justice in rural and urban areas in three Nordic countries: A meta-ethnographic analysis

Dennis Beach, Tuuli From, Monica Johansson, Elisabet Öhrn

This article is based on a meta-ethnographic analysis of educational research from rural and urban areas in Finland, Norway and Sweden following the reorganisation of educational supply there in line with market policies. Edward Soja's concept of spatial justice shapes the analysis. Using meta-ethnography, we try to present a contextualising narrative account of spatial justice and injustice in the education systems in the three countries. Thirty-one Nordic ethnographic publications (a mix of monographs, book chapters and articles) have been used in the meta-analysis. Just over half of them come from Sweden, and most are from urban education studies. The other half are relatively evenly divided between Norway and Finland. All were published between 2000 and 2017. Sweden represents an extreme position in relation to the new politics of education markets. Its promotion of school choice and schools-for-profit has attracted significant attention from ethnographic researchers in recent decades and is given particular attention in the article.

Nordic discourses on marginalisation through education

Joron Pihl, Gunilla Holm, Anna-Leena Riitaoja, Jón Ingvar Kjaran, Marie Carlson

The purpose of this article is analysis of discursive marginalisation through education in Nordic welfare states. What knowledge do Nordic research discourses produce about marginalisation through education in Nordic welfare states? What are the Nordic contributions to research discourses on marginalisation through education? We apply a discourse theoretical approach and analyse 109 peer-reviewed publications on marginalisation by the Nordic Centre of Excellence "Justice through Education in the Nordic countries" (NCoE JustEd) between 2013 and 2017. The publications are from Finland, Sweden, Norway and Iceland. Four critical Nordic research discourses reconceptualise marginalisation in relation to dominant educational

discourses on marketisation, Eurocentrism, gender equity and ableism. These Nordic research discourses document discursive effects of the dominant, normalising discourses in terms of stigma, segregation and exclusion of poor, working-class students, non-white and immigrant students and descendants of immigrants, as well as sexual minorities and disabled students. Based on ethical, epistemological and methodological considerations, the critical Nordic research discourses produce knowledge about marginalisation as a relational, intersectional and interdiscursive phenomenon. The critical Nordic research discourses de- and reconstruct knowledge about marginalisation in Nordic welfare states.

Nordic perspectives on disability studies in education: A review of research in Finland and Iceland

Katariina Hakala, Kristín Björnsdóttir, Sirpa Lappalainen, Ingólfur Ásgeir Jóhannesson, Antti Teittinen

Disability studies in education (DSE) is an interdisciplinary field derived from the need to re-conceptualise special education dominated by a medical perspective on disability. In this article we identify what characterises DSE research and consider whether there is a case for arguing for a specific field of DSE in Finland and Iceland. Our analysis is based on a review of 59 studies published by Finnish and Icelandic scholars from 2007 to 2016 during the time period from the adoption of the UN Convention on the Rights of People with Disabilities (CRPD) until it was ratified. We suggest that DSE has emerged as a dynamic area of research in both countries. It has provoked educational researchers to analyse disability in social contexts and turn the gaze from individual person with disabilities to the social structures and educational policies and practices. The fields of DSE in Finland and Iceland have not developed in identical ways and both have fluid crossovers to related fields such as disability studies and inclusive education. We argue for the potential of DSE to contribute to the discussion on educational equality and social justice. However, this requires opportunities to bring together scholars across disciplinary borders in both countries.

Intercultural education in transition: Nordic perspectives

Pia Mikander, Harriet Zilliacus, Gunilla Holm

Over the last several decades intercultural education has played a key role in many educational policies and practices, both across the Nordic countries and internationally. In this article we examine current conceptual discourses on intercultural education with an emphasis on developments in the Nordic research context. The analysis shows how the concept of intercultural education and its focus on "culture" has been criticised in the Nordic countries and internationally for the pitfalls of essentialism and relativism. This criticism is linked to a perceived lack of focus on power issues in education, which undermines the development of a social justice-orientated intercultural education. However, the analysis within the Nordic research context shows signs of re-conceptualisations, which includes a widening of the field and the emergence of new and more critically-orientated approaches.

The academic-vocational divide in three Nordic countries: Implications for social class and gender

Authors: Ann-Sofie Holm (University of Gothenburg), Elsa Eiríksdóttir (University of Iceland), Ulpukka Isopahkala-Bouret (University of Turku), Guðrún Ragnarsdóttir (University of Iceland), Mattias Nylund (University of Gothenburg), Per-Åke Rosvall (Umeå University), Anna-Maija Niemi (University of Helsinki)

In this study we examine how the academic-vocational divide is manifested today in Finland, Iceland and Sweden in the division between vocationally- (VET) and academically-oriented programmes at the upper-secondary school level. The paper is based on a critical re-analysis of results from previous studies; in it we investigate the implications of this divide for class and gender inequalities. The theoretical lens used for the synthesis is based on Bernstein's (1990) theory of pedagogic codes. In the re-analysis we draw on previous studies of policy, curriculum and educational praxis as well as official statistics. The main conclusions are that contemporary policy and curriculum trends in all three countries are dominated by a neo-liberal discourse stressing principles such as "market relevance" and employability. This trend strengthens the academic-vocational divide, mainly through an organisation of knowledge in VET that separates it from more general and theoretical elements. This trend also seems to affect VET students' transitions in terms of reduced access to higher education, particularly in male-dominated programmes. We also identify low expectations for VET students, manifested through choice of textbooks and tasks, organisation of teacher teams and the advice of career counsellors.

Justice through participation: Student engagement in Nordic classrooms

Kirsti Klette (University of Oslo), Fritjof Sahlström (Åbo Academy University), Marte Blikstad-Balas (University of Oslo), Jennifer Luoto (University of Oslo), Marie Tanner (Karlstad University), Michael Tengberg (Karlstad University), Astrid Roe (University of Oslo), Anna Slotte (University of Helsinki)

In this article we approach large questions regarding justice and equality in the Nordic classrooms. A substantial body of previous research emphasizes the importance of student engagement in teaching and learning. Drawing on video data from Norway, Sweden and Finland we focus on whole-class teaching, i.e. situations in which the teacher addresses the class from the front of the classroom, to investigate justice through participation. We have approached our topic through two concerns: student participation in classroom discourse, and student engagement as providing access to content. Our findings seem to pose some serious challenges for the Nordic welfare society vision of classrooms as core societal hubs for justice and equality. While whole class teaching is one of the primary tools available for attempting to achieve justice and equality for all, this interaction format seems to contain inherent constraints that do not support equitable student engagement. Further, the way the Nordic classrooms have responded so far to the massive digitization in their societies seems to pose serious questions rather than provide comforting answers.

Deregulation, Privatisation and Marketisation of Nordic Comprehensive Education: Social Changes Reflected in Schooling

Marianne Dovemark (University of Gothenburg), Sonja Kosunen (University of Helsinki), Jaakko Kauko (University of Tampere), Berglind Magnúsdóttir (University of Iceland), Petteri Hansen (University of Helsinki), Palle Rasmussen (Aalborg University)

The Nordic countries are often perceived as a coherent group representing the Nordic model of welfare states with a strong emphasis on the public provision of universal welfare and a strong concern with social equality. But today we see a change in the Nordic model as part of a global knowledge economy. The aim of this article is to examine education in the five Nordic countries utilising three dimensions of political change: deregulation, marketization and privatization. We also analyse the parallel changes in relation to segregation and differentiation in education. The analysis shows that the themes related to deregulation seem to show fairly similar patterns and structures in all contexts. The emerging differences were discovered mainly in the themes of marketisation and privatisation. Institutional segregation emerges in all Nordic countries to different extents along the lines of these three processes, and we observe a simultaneous social segregation and differentiation with an ambiguous connection to them. Based on these findings, the question of what is left of the "Nordic model" could be raised.

Access and Stratification in Nordic Higher Education. A review of cross-cutting research themes and issues

Ulpukka Isopahkala-Bouret (University of Turku), Börje Mikaelsson (University of Uppsala), Dennis Beach (University of Gothenburg), Nina Haltia (University of Turku), Jon Torfi Jonasson (University of Iceland), Annukka Jauhiainen (University of Turku), Arto Jauhiainen (University of Turku), Sonja Kosunen (University of Helsinki), Hanna Nori (University of Helsinki), Agnete Vabo (Oslo University College)

The purpose of this review is to investigate cross-cutting research themes and issues related to access and stratification in Nordic higher education (Denmark, Iceland, Finland, Norway and Sweden). We synthesise how recent changes in higher education policy, practise, and appropriations have influenced educational opportunities along social class, gender and age. In this review we highlight results and conclusions shared by various recent Nordic studies. The emphasis is on the common trends and patterns related to social stratification in access.

Key issues in educational justice and Sámi education

Symposium organizer: Tuija Veintie, University of Helsinki

In the Nordic countries the indigenous Sámi peoples have experienced strong pressures to assimilate into the mainstream cultures and languages. Cultural assimilation and language loss among Sámi families has been furthered through schooling in Finland, Sweden and Norway, as schools with Sámi students have implemented mainstream education programmes and imposed dominant languages as the medium of education. Such colonial form of education needs to be rethought and decolonized in order to promote justice through education for the Sámi.

This symposium discusses the past, present and future experiences of Sámi education in early childhood education, elementary schools as well as in teacher education. The papers presented in this symposium bring forth key issues in educational justice, such as language revitalization, Sámi cultural heritage, culturally meaningful education, Sámi teacher education, agency of the Sámi teachers in the mainstream schools, empowerment and the autonomy of the Sámi people in questions related to Sámi education. The symposium includes four presentations by Sámi researchers from Finland and Norway.

Culturally meaningful education

Pigga Keskitalo, Sámi University of Applied Sciences, Guovdageaidnu, Norway and University of Helsinki, Helsinki, Finland

Pigga Keskitalo is a title of docent at the University of Helsinki and associate professor at the Sámi University of Applied Sciences in Guovdageaidnu, where she teaches in the Sámi teacher education programme on master's level years 1-7 and 5-10. In her speech she will discuss Sámi school history, assimilation, cultural colonisation and challenges of education today. In all, there are many kinds of development tasks in order to gain educational success for the Sámi students. The Guovdageaidnu teacher education implements culturally meaningful education and land based education.

In general, questions related to the use of Sámi languages and dominant languages is a challenge in schools and society. Therefore, good practices and measures need to be developed to tackle the heritage of assimilation and cultural colonialism. In her speech Pigga Keskitalo will point out how wide cooperation and active measures in Sámi education and Sámi language revitalization will emancipate and empower the Sámi people.

Pigga Keskitalo has been working in many research projects. Lately she has been thinking the concept of Sámi pedagogy and education together with Maori educators and researchers. She is in development project together with Pirjo-Kristiina Virtanen and Torjer Olsen about indigenous methodologies funded by Finnish Cultural Foundation.

Sámi education in Finland from teacher`s perspective

Rauna Rahko-Ravantti, University of Lapland, Rovaniemi, Finland

Sámi education has a strong history of assimilation, and the Sámi school culture is coloured with colonization. The educational project of folk education, schooling and school system has efficiently assimilated indigenous peoples within the mainstream society for centuries. Sámi languages are endangered and the Sámi traditions, skills, and knowledge differ from the mainstream culture. During the past decades, the pursuit has been to change the influence of assimilation through school systems so that schools could strongly support, maintain, and revitalize the Sámi language and culture alongside socioeconomic and other societal factors.

Teachers are core agents in indigenous education and their work is important when heading from colonization to decolonization. In my presentation I will focus on Sámi teachers' perceptions, how they manage to implement Sámi education in Finnish basic schools and what kind of position Sámi education has in their perspective.

Sámi comprehensive school education in Helsinki – challenges and successes

Hanna Helander, University of Oulu, Oulu, Finland; City-Sámit ry

The Sámi children living outside of the Sámi homeland area have a right to the Sámi language education in comprehensive school two hours per week. However, nowadays 75 % of the Sámi children live outside of the Sámi homeland area. Even though the law doesn't obligate municipalities' to offer education in the Sámi language for these children, it doesn't set obstacles either if municipalities are willing to offer it. In the Helsinki metropolitan area the right to the Sámi language education has actualized irregularly. In the spring 2014 the City-Sámit association decided to start a negotiation with the metropolitan area municipalities to improve the Sámi language education and to start the education in Sámi language. The aim was to collect the metropolitan area Sámi students together and organize the Sámi language education in a permanent place where the Sámi language and culture would be visible. The association was looking for continuity for the Sámi education and one of the improving suggestions was that the city would hire a permanent teacher for full hours. The City-Sámit association was also reaching for education in the Sámi language for the children who were in the Northern Sámi daycare in the association's language nest Máttabiegga.

In the spring 2017 negotiations reached a point where Helsinki announced that their aim is to start the education in Sámi language in Pasila comprehensive school in the fall 2018. On February 2018 Helsinki affirmed that there are enough of students signed up for the education in Sámi language that the Sámi class will start.

The presentation shows, how requiring and sometimes even arranging the Sámi early childhood education and comprehensive school education outside of the Sámi homeland area often falls to associations' and individual actives' shoulders. The presentation encourages the organizers of the education for co-operation with the Sámi associations.

Which education policy and education acts could benefit maintenance and revitalization of Sámi languages?

Torkel Rasmussen, Sámi University of Applied Sciences, Guovdageaidnu, Norway

In his PhD dissertation (2005) prof Jon Todal at the Sámi University of Applied Sciences called for a Utopic model of education that would support maintenance and revitalization of Sámi languages. Todal criticizes western studies on education programs for bilingualism and biliteracy. They are mainly studies on existing objectives and organizational structures for bilingual education. They lack the simple question: What would benefit the indigenous people and linguistic minority the best way?

In his presentation Torkel Rasmussen answers to this challenge analysing the present school system for Sámi children. His analysis shows a gap between the present situation at school and the need in the Sámi society for efforts that could safeguard Sámi languages for the future. This analysis looks into factors on 1. Macro level: educational acts and national curriculums, 2. Group level: demography of Sámi and Sámi speakers and autonomy in Sámi educational issues 3. Micro level: implementation on local level of macro and group level educational and language policies.

This leads up to an attempt to point out need for change in education policy that would benefit the maintenance and revitalization of Sámi languages.

Promoting diversity, equality, and holistic learning through arts education at school

Symposium organizer: Eeva Anttila, University of the Arts Helsinki

This symposium brings together researchers who are affiliated with a Finnish Research initiative, ArtsEqual (Arts as Public Service: Strategic Steps towards Equality), funded by the Strategic Research Council of the Academy of Finland. They collaborate as research team members in the so called Arts@School –team; this team is one of six research teams of ArtsEqual and focuses on questions related to inclusion, participation, diversity and equality in arts education at Finnish schools. The group aims at finding and developing pedagogical approaches that foster every student's possibility to learn through the arts in support for his/her learning, school engagement, and well-being. The focus is on learning as a holistic phenomenon that engages the whole person through multisensory, embodied, collaborative, and creative activities. The symposium addresses structural and practical challenges for developing arts education at Finnish schools, and highlights the importance of cross-curricular, multiprofessional, and institutional collaboration in this work. The presenters will discuss several interventions that have been planned and carried out in collaboration with teachers and students in Finnish basic education. These interventions have been designed to develop institutional structures and teaching practices both in and through the arts. Initial findings of the interventions that focus especially on meeting multiple diversities in education will be presented by the researchers. The symposium consists of an opening statement by the leader of the research team Eeva Anttila, five research papers, and a discussion with the audience.

Enhancing democracy or advocating for respectability? Negotiations between teacher and lower secondary students in the frames of popular music teaching in Finland.

Minja Koskela (Sibelius Academy of the University of the Arts Helsinki, presenter and 1st author) & Taru Leppänen (University of Turku, 2nd author)

In this practitioner study we explore the democracy of popular music teaching in Finnish lower secondary school. The paper is based on a data collected by the first author from her own teaching context. Finnish popular music education offers an interesting frame for considering the democracy of school as: 1) it has argued to be a relatively democratic practice, and; 2) its comprehensive use in Finnish music teaching has been internationally recognised. However, as Finnish schools are getting more diverse, the democracy of music teaching should be reconsidered from the viewpoint of the learners whose backgrounds may vary considerably. Furthermore, whilst the use of popular music has been advocated worldwide, its hegemonic position in Finnish music education needs to be considered critically to reinforce students' equal possibilities for participation. Hence, in this paper, we explore the teacher's and students' negotiations on multiple diversities by concentrating on gender, sexuality and nationality. We use respectability – a concept that contains judgements of class, race, gender and sexuality and that offers differential access to the mechanisms for generating, resisting and displaying respectability to different groups – as a theoretical and inquisitive lens. Based on the analysis, we argue that the democracy of Finnish music teaching is framed by respectability advocated by the teacher. However, we also argue that by utilizing reflexive methods in the teaching processes, the teacher may enhance the democracy of the school music teaching.

Embodying difference through/in dance

Isto Turpeinen, University of the Arts Helsinki

The 'Embodying difference through/in dance' intervention examines the potential of contemporary dance pedagogy in the primary school. This intervention focused on how dance can support 1st and 2nd grade pupils' identity development and relationships in diverse, i.e. multicultural, mixed-gender and mixed-ability groups. At school, difference is potentially dangerous, as it can cause bullying; the safe position to be is 'average' or 'same as others'. In the study this issue was tackled with an artistic-pedagogical approach that is sensitive to differences between pupils, and within the potential of every child. Creative movement was utilised for interaction and expression, with the aim of supporting pupils' identity, social skills, and self-awareness. The intervention engaged the first and second grade pupils (N=33), also the pupils with special educational needs, in comprehensive school in Helsinki metropolitan area in autumn 2016. Simple and playful movement exercises was introduced in large (33 pupils) and small (6-7 pupils) groups. The focus was in encouraging awareness and acceptance of difference and diversity. In the intervention classroom teachers and dance pedagogues-researchers worked collaboratively. The methodology draws on ethnographic action-research and the data was collected through observation, interviews, shared narrations, and storied experiences. Initial results of this intervention highlight the importance of multiprofessional collaboration and classroom teachers' need for continuing education in the practice of arts education.

Music, movement and learning – an intervention study in primary education

Eeva Anttila, Marja-Leena Juntunen, University of the Arts Helsinki

Mari Tervaniemi, Kaisa Tiippana, Minna Törmänen & Tanja Linnavalli, University of Helsinki

The presentation discusses an intervention study that examines the possible impacts of the added music, movement, and music-and-movement activities on a variety of skills and capacities of pupils (such as general learning competencies, cognitive skills, literacy skills, social capability, motivation and well-being) of pupils in Finnish primary education (3rd-4th grades). The collaborative study applies expertise both in the arts education and the fields of psychology, neurosciences and special education. In the on-going longitudinal intervention study (2016–2018), the research design includes three experimental groups and one control group (altogether 61 pupils). Each experimental group takes part in either music, movement, or music-and-movement activities for 10–15 minutes three times a week during the school hours, partly integrated in the lessons of other subjects, such as mathematics or languages. The control group does not receive any other instruction in these subjects than what is included in their regular curriculum (but it will be offered an intervention after the study has been completed). The quantitative data consist of a variety of tests, such as neuropsychological tests of attention skills and executive functions, measurements of academic skills, and questionnaires. The qualitative data include teacher and student interviews, observations, field notes, and teacher diaries. In the presentation, the research and intervention designs, observations, and preliminary findings will be presented and discussed.

Building bridges across different abilities through arts-based interventions in schools

Liisa Jaakonaho, University of the Arts Helsinki, Theatre Academy

In this paper I ask whether school is, or can be/become, a place where individuals with different abilities can co-exist without prejudice and opposition. Through examples of arts-based interventions in schools, I discuss whether facilitating encounters between people with and without disabilities can have impact in

tackling and preventing stigma, prejudice, and bullying. I approach this question through Homi K. Bhabha's (1994) concepts of 'hybridity' and 'Third Space', discussing whether these interventions have meaningful value in building bridges between different individuals, social groups, and institutions. Although Bhabha's (1994) theory stems from questions of multiculturalism, I propose that encounters between disabled and non-disabled subjects can function in the same way, producing in-between spaces, gaps and overlaps in which different subjects and cultural domains can encounter and negotiate.

In my doctoral research I investigate ethical questions in and around my work as a dance pedagogue with differently abled people. Inspired by post-critical and feminist ethnography, care ethics, and posthumanism, I develop artistic and performative inquiry, aiming to make visible the complexities and problematics in my encounters with differently abled Others. Through theories of critical disability studies (e.g. Shakespeare 2006; Shildrick 2012; Hall 2011), I see disability as a social construction; as a phenomenon that concerns everyone, one way or another. For me, seeing disability as a social construction enables moving from the binary logic of 'disabled' vs. 'able'; 'normal' vs. 'abnormal', to acknowledging diversity, plurality, and complexity. This shift makes space for celebrating and embracing multiple diversities in and through education.

Encounters through movement: Linguistically aware dance in a culturally diverse school

Hanna M. Nikkanen and Eeva Anttila, University of the Arts Helsinki

This paper introduces a research intervention developing a multidisciplinary, linguistically aware dance project in a comprehensive school. The student participants, aged from 13 to 16, consisted of a group for recently immigrated students and of an eighth-grade music specialized group. The intervention was designed in collaboration with school teachers, dance artists of Zodiak – Center for New Dance, and researchers of the ArtsEqual research initiative. The objectives of the intervention were, firstly, to support newly immigrated students to participate in the new school community: How can movement and dance support intersubjective understanding, social interaction and communication especially in a group where the members come from diverse cultural and ethnic backgrounds and do not have a common spoken language? Secondly, we explored integrating this kind of a project in the school curriculum as a multidisciplinary learning module, and thirdly, we were interested in pedagogical collaboration between a comprehensive school and an arts institution.

Movement and dance were considered as relevant modes of facilitating communication and collaboration with and between students. Also, the possibility to work with dance artists was appreciated by both the students and the teachers. However, in spite of the new National Core Curriculum (2014) especially requiring teachers to develop multidisciplinary modules and embodied approaches, the challenges in designing one for the upper grades concern both structure, content, and working methods. Based on the intervention, we will discuss artistic projects in the school curriculum as means to enhance communication, collaboration and agency with and among the recently immigrated students.

POSTERS

IN ALPHABETICAL ORDER
BY TITLE

Educating for justice through community service: case study of Nazarbayev University, Kazakhstan

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Community service initiatives that until recently have not been quite common in Kazakhstani universities are increasingly becoming existent on university campuses across the country. The present study examines and develops in-depth understanding of the nature, characteristics and types of community service activities of undergraduate students at Nazarbayev University, an emerging international research university, located in Astana, the capital of Kazakhstan.

The study is based on the investigation of whether there is an integration of community service activities and social justice education through semi-structured interviews with students involved in community service activities and faculty.

The study aims to understand whether community service activities are linked to student academic life, and whether it is given a consistent structured reflection. The study is built on a combination of active citizen continuum developmental theory, social change model and David Kolb's (1984) experiential learning model that defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (3). The paper studies students' and faculty's perspectives on community service and social justice education in order to further provide implications for other Kazakhstani universities for practices and ways of creating campuses and classrooms for social justice that teach students to make positive change in the community by serving the community, by discussing in the classroom real-world problems and multiple perspectives, by providing consistent structured reflection on community service activities.

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Ethnic Prejudice: The Difference between Albanian Students in Multi and Mono Ethnic Schools in Kosovo

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In Kosovo, ethnic gap is profound and consequently, ethnic prejudice is a vital problem for Kosovar society. The main question research focuses on analyzing potential differences in the tendency to prejudice between students who are attending multi-ethnic schools and students who are attending mono-ethnic schools. Furthermore, the paper will attempt to verify if there exist correlation between the parental education level and students tendency of prejudicing other ethnicities and whether, academic performance correlates with the prejudicial tendency. This study aims to investigate variables related to the tendency of Albanian students, as a majority group, to prejudice people of other minority groups residing in Kosovo. In addition, the objectives of this study are to provide scientific evidence on how prejudices between ethnicities can be reduced and to help the Ministry of Education to compile its anti-prejudicing policies. Moreover, the framework is Contact Hypothesis Theory by Gordon Allport, which investigates contact between various ethnic groups to reduce prejudice. Non-probability sampling will be applied to select 120 Albanian students of Kosovo elementary schools representing 9th grades. The design is quasi-experimental, respectively involving two natural groups, one group from multi-ethnic schools and one from mono-ethnic schools. Also, the variable of interest, the tendency to prejudice, is operationalized as the number of points that students will evaluate for an essay, after receiving the information that, it was written by a student of another ethnicity (non-Albanian). The same essay will be presented with different ethnic names in front of all participants (both groups). Following this, there will be collected the points to further analyze which ethnicity is most prejudiced from them. Outcomes are expected to provide evidence that multi-ethnic school students are less inclined to prejudice in comparison to students of mono-ethnic school. In addition, a negative correlation between parental education level and students tendency to prejudice is anticipated, the collected data are expected to show that the higher the students' academic performance the lower is the tendency to prejudice.

Keywords: Prejudice, students, ethnicity, education.

Geography classroom and immigrant-origin students: a place and possibilities for integration

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The international migration have increased the cultural diversity in the Finnish society. Therefore, the integration has become a topical issue. Places that are core places in the everyday life of young immigrant-origin people, are important but diverse contact surfaces to the Finnish society. The most important places are the neighborhood and the school. The neighborhood is representing occasional, informal and private contacts while the school is representing formal and supervised contacts. In my review article, I've linked these contact surfaces together by reviewing also the geography lessons in the school because geography as a school discipline teaches also the interpretation of neighborhood and local environment (Muukkonen 2017b). In addition, the school system tries to supervise students to act as a member of the Finnish society. The geography as a school discipline also helps to understand, accept and appreciate the cultural diversity. In practice, geography teaching could help immigrant students to understand better their premises in the context of the Finnish society.

I have also studied what are geography teachers' experiences and thoughts about to teach geography in the culturally diverse classroom (Muukkonen 2017a; 2018). Totally six geography teachers from secondary school and high school from the Helsinki metropolitan area were interviewed. The main finding is that students should have good skills of Finnish language to study geography in Finland (Muukkonen 2018). Firstly, geography has several subject specific terms, and secondly to study geography one needs to read a lot of geographical textbooks. In addition, some topics in the geography lessons might be sensitive to some immigrant students (Muukkonen 2017a). Informants were unanimous that they don't want to skip any culturally or ethnically sensitive topics in their classroom. Again, they teach such a topic with a sensitive way by softening and adapting their teaching. This is important because some immigrant students might feel some of the topics unpleasant due the ethnic differences, the religious difference, or own unpleasant experiences. Yet, cultural diversity can also be a possibility. Culturally diverse classroom might enhance the geography teaching if students want to share their experiences and knowledge. Hence, some students does not feel comfortable by doing this. Those who are willing to share their experiences can provide valuable enhancements for geography classroom.

To summarize my findings, I declare that immigrant students are balancing between two or more cultures. The neighborhood, the school and the geography classroom forms together a system, which have several factors promoting the integration and, in addition, several factors slowing down the integration of immigrant- students.

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How can pedagogical innovations drive educational equity and change? Examining Figurenotes as a soft policy document in Finnish music education

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In Finland, the application of Figurenotes, a simplified notation system developed at the Resonaari Music Centre (Helsinki), has considerably advanced the opportunities for students with significant support needs to access music as a field of education, cultural activity, and art form. These developments in participation lead to the following question: How does the utilisation of music notation system(s), in general, create equity or inequity within music education? Through the case of Figurenotes, this research analyses pedagogical and structural equity in music education in Finland.

Adopting a theoretical lens combining educational equity and policy change, this research aims (1) to describe the development and applicability of the Figurenotes system and to relate it to other notational systems used in music education; (2) to evaluate the significance of Figurenotes in music education and music therapy in Finland; (3) to discuss the impact of the application of Figurenotes on the social status of people with significant support needs in Finnish society.

The research data for this instrumental case study is generated through semi-structured interviews with experts in education, music therapy, and education policy, as well as with students, clients, parents and the developers of Figurenotes. The key findings suggest that the application of Figurenotes advances equity possibilities in Finnish music education by blurring the interface between music education and music therapy. The invention of the system has also significantly influenced the establishment of the field of special music education.

Inclusion - necessary and possible to realize?

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The on-going – and constant, it seems – discussion about the very goal for Norwegian schools as being both a) including and b) among the best academically (on for instant) PISA tests creates a contradiction. It is not easy to grasp how one shall form a school that includes all individuals, and at the same time, the same schools' important job is to generate the best possible results.

It is very easy to agree with the 'principle of inclusion' in general and to accept it as exactly that, an important principle in Norwegian schools. It is considered one of the good qualities of schools as it is valuable for all pupils, whatever abilities they have or challenges they meet. Mixing pupils from different social backgrounds, as well as of diverse level of competence/learning abilities, is most of all positive as all pupils will learn, grow and develop when having to cooperate with, and befriend a varied group of classmates. However, for the purpose of this presentation I will challenge the idea that inclusion is positive, or necessary as I have chosen to formulate it.

The presentation does not include an overview of the 'principle of inclusion' as such, for instance by exploring possible ways to implement inclusion in the classroom or whether teachers feel that they are successful when it comes to working towards inclusion. I simply use the 'principle of inclusion' as an example in an attempt to make use of, and think through, some introductory concepts from Philosophy of Science: 'necessary and sufficient conditions' (Tranøy, 1970) and the aspect of 'categorization' (Rosch, 1978). These concepts will be considered with the aim of philosophizing over the question: is it necessary and possible to do inclusion?

To answer the question I do two exercises. For the first exercise, I have chosen some phrases from the Norwegian Education Act and The National Curriculum that seem interesting to analyze by way of 'Necessary and Sufficient Conditions' (Tranøy, 1970). As the objectives of the Education Act and the Curriculum rarely are read with any focus on their 'Necessary and/or Sufficient Conditions', or in order to debate the documents' dubious conditions (if any exists), my choices of quotes from the texts might seem futile. However, it enables me to go through with the first part of the exercise, which is to run through an exercise of logic. In the second exercise, I will discuss inclusion via the 'Principles of Categorization' (Rosch, 1978). As 'Categorization' is most often used about objects, it might be peculiar to connect it to something that deals with an abstract (first of all 'inclusion' is a principle, but could in some ways be connected to persons as it deals with pupils and how they are organized). But again, this is simply an exercise which enables me to put the ideas of 'categorization' into use. Most importantly, these exercises create an opportunity to think through some common aspects from Philosophy of Science.

Inclusive working life? Young vocational special education students discussing with university students about work and employment

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The poster is presenting practices in an on-line course on supervising a peer group for job seekers with special educational needs. The course is piloted in the development project Employ me (STEA 2017-2018) of FAIDD promoting evidence based practices in supported employment for getting salary work for people with intellectual disabilities (ID) and having equal collective labour agreement rights and responsibilities as other employees in the working place. The project is based on several research projects conducted in FAIDD on the position of the people with ID in the marginalities of labour markets and on the disability service system providing support services for employment. Research shows that only a minority of this group in working age are in ordinary salary work and overwhelming majority is in segregated day activities provided by public disability services.

Basic theoretical concept for the on-line course is pedagogical mode of address (Ellsworth 1997, Hakala 2007). The aim is to invite and incite people using disability services and their service providers to collaborate in developing the day activities and supported employment. The methodological principles of inclusive research developed for to study the service system together with the service users and service providers are applied. All participants are addressed and invited as active contributors in the developing the services that is the aim of the Employ me –project.

The poster is presenting the background of the Employ me –project, the on-line course, its participants, project group and collaborators, and the on-line course syllabus. The special focus of the presentation is on the workshop conducted in Tampere in collaboration with the project ALL YOUTH want to rule their world, funded by the Strategic Research Council (SRC), in the University of Tampere. The ALL YOUTH –project is about creating possibilities and enabling young people to participate in making their own communities and the society, as a whole. The collaborative workshop has been conducted to include young people with intellectual disabilities into the project category of “all youth”.

The piloting on-line course in the Employ me project is going on September 2017 - September 2018. It gathers together peer groups in intellectual disability service units (two groups, 8 group members, 3 supervisors) and in vocational special education institutions (two groups, 10 group members, 4 supervisors). The course is focusing on the peer group practices as part of supported employment service model for people with ID.

The workshop with the ALL YOUTH –project was conducted in January 2018. In the workshop four university students and three vocational degree students in special education institution encountered with each other discussing about meanings of work and employment. In the poster presentation the discussions, findings and outcomes of the workshop are analysed preliminary. Aim is to provoke discussions with the audience whether the on-line course and the workshop is succeeding in implementing pedagogy for educational practices for social justice and how the practices are possibly changing conceptualisations and philosophies of justice in education.

Incorporating the Sustainable Development Goals as a lens for examining inequalities in children's lives into pedagogical practice in higher education.

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This research paper presents a joint lecturer/student reflective account of the experiences of incorporating a study of the Sustainable Development Goals (SDGs) as a lens to examine global inequalities and unequal childhoods in an undergraduate degree. Focussing specifically on a new module in an Early Childhood Studies programme the teaching and learning approach involved inquiry workshops that aimed to foster and develop academic performance through student researcher working groups (Bland and Atweh, 2007).

The research has three aims. Firstly to examine to what extent the SDGs, global inequalities and social justice are perceived to be relevant to undergraduate students' expectations of higher education (Davis, 2009). Secondly to identify the challenges and benefits of open ended student group research as a community of practice in a high stakes and individualistic assessment culture (Lave and Wenger, 1991). Thirdly to explore students' and staff current and future positions on the relevance of 'social justice' as a (contested) theme in teaching and educational practice in higher education (Lynch, 1999; Bamber and Bullivant, 2016).

Findings from this research will be presented alongside findings from student-led group research on global issues of inequality, education and children's lives (Neary, 2011). Student research working groups formed the basis of the timetabled workshops and subsequent independent study. Peer student-to-student and tutor-student formative sessions were conducted. Student developed creative interpretations of a global issue as an artefact that were then presented as a provocation for critical thought and discussion among their class (Seale, 2010). The formative assessment was a group submission of a written rationale and reflection on the collaborative aspect of the research undertaken. Data for this paper was gathered post-module via an e-survey and two focus group discussions with the teaching team (n=2) and participating students (n=50). The data was analysed by two student researchers and one staff researcher who will present these findings alongside artefacts from students' own research.

By incorporating student-led research findings and post-module research together this co-constructed paper contributes to the conference areas of teaching and learning educational practices for social justice and student methods for researching education, and diverse, injustices. Analysis is underway. We expect findings to illuminate the challenges and opportunities from staff and student perspectives that arise when endeavouring to create a participatory space for assessed work that also provides opportunities to promote agency of students and lecturers to work and learn together collaboratively (Seale, 2010, Neary, 2011). We hope that such an approach connects and situates higher education learning on issues of social justice in a relevant way to professional and personal life for students and staff alike (Lynch, 1999).

Promoting justice in schools via Transparent, Ethical and Accountable (TEA) Governance

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Creating a just school is one of the ways to improve the performance of school leaders, teachers and learners. Justice in schools requires social arrangements that allow all members of the school community to take part as equals in life (Fraser, 2008 in Tikly & Barrett, 2011). This is the reason why the Department of Education Region IV-A CALABARZON, Philippines pushes for Transparent, Ethical and Accountable (TEA) Governance. This advocacy initiated in 2014 draws from the theory of ethical leadership (Brown, 2004; Early & Kushner, 2012; Ryan, 2010; Shields, 2004; Theoharis, 2007; Tikly, L & Barrett, 2011).

This research explored how TEA Governance practices promote justice in schools. Specifically, answers to the following questions were sought: (1) Do the research participants find TEA governance advocacy useful in promoting justice?; (2) What specific elements of the advocacy are considered relevant to the creation of a just organization?; and (3) What actions are suggested to motivate school leaders to embrace the advocacy?

Data from 78 participants who responded to open-ended questions posed at the FB chat group created for the advocacy were analyzed using Consensual Qualitative Research (Hill, et al, 2005). Results indicate that participants recognize the value of strengthening the merit system and opening communication channels in nurturing a just school environment. Upholding the norms of conduct prescribed for public servants is also acknowledged as important in fostering justice. Moreover, participants reported that justice is made real by school officials who find ways to enable learners to benefit from high quality basic education services, render accurate financial reports, take active part in monitoring instruction, sustain push for school-based management, and create and nurture partnerships. Finally, participants suggested capacity building, modeling and disseminating information about the advocacy as ways to motivate educators to support TEA Governance.

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School taking responsibility versus control over low-class students

Study Case: Gymnasium School Number 163 (Romania)

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The Gymnasium School No 163 is located in a closed industrial area. In 2017, the school's average grade at the 8th grade national evaluation (1) was 6.16 out of 10.

In the last years, policy makers, the media and non-profit organizations acknowledged that Romanian students have unequal chances to education. Educational inequality is mainly framed as a cause of early school leaving and low-achievement. Urged by the European Union, the Romanian government has adopted a national strategy for reducing early school leaving and initiated EU funding programs.

The strategy attributes 'risk' to children from rural areas, of ethnic minorities, school leavers or with special learning needs. Publicly, students in 'risk' are portrayed as struggling to learn and adapt to school.

The present study case is aiming to question the school's narrative about their students' struggles, in relation to the students' unique perspective. Following, I am to problematize how is the school taking responsibility or control over low-class students.

Responsibility is to be understood as a systematic concern to ensure education at 'the best standards available' (Briggs, 2006: 16) and to build upon all children's view, 'in their own right' (Strandell, 2010). Control refers to strategies of structuring the children's 'field of action' (Foucault, 1982: 790). Responsibility is not to be seen as complete lack of control; responsibility entails control, only that it is in agreement with a particular perspective on the mission of education (Rose & Miller, 1992).

This proposal assumes that pushing forward the students' voice is crucial for understanding inequality in a context similar to others, where the state's claims over children are raising, in the name of reducing risk (Brunila, 2012; Strandell, 2010) and working class students are represented as underperformers because of 'cultural deficits' (Reay, 2010).

The students' perspective will be studied as a complex interplay between meaning making and social class dependencies. Class is used here in an anthropological understanding, not reduced to a pre-determined social position, but as encompassing, mixed, social interdependencies (Carrier & Kalb, 2015).

By conducting this instrumental study case (Stake, 2005), the following research questions will be answered:

- What do junior students struggle with in relation to school and life prospects?
- How are the students' struggles represented by the school teachers and principal?
- How is the school taking responsibility and/or control over low-class students?

The data will be collected through participatory observation and deep interviews, between January - July 2018. At this stage, interviews with 5-10 students, 5-10 teachers and the principal are thought to be necessary. The students and teachers will be selected ongoing, looking for contrasting and similar views. The participatory observation will take place in the classrooms, the leisure area and the teachers' room. Preliminary results will be available in May, for the conference.

Notes:

1. In Romania, 8th grade students take an exam aiming to evaluate their competences at the end of gymnasium (lower secondary education). Further, high school streaming is based on the students' exam grades.

Settings in Higher Education Where Agency is Irrelevant: Finland's Mobilities Paradox

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The most acute, yet unrecognized challenges related to social justice in the Nordic countries, in general and Finland in particular result from unquestioned 20th century assumptions about equality no longer relevant to 21st century demographic realities. The role higher education plays, more than any other social institution, set of organizations and interrelated professions has proven largely uncritical with rare exceptions (Alemanji et al. 2017; Hoffman et al. 2015; 2016). Currently - and ironically - Finland's higher education system causes and perpetuates emergent social stratification (Archer 1995; Beck 1992; Cantwell & Lee 2010; Hurtado et al. 1998; Robertson 2015; Shajahan & Kezar 2013; Shajahan 2014, 2016; Lee 2017) rather than reducing inequalities in a manner consistent with 20th century outcomes. In Finland, those outcomes, while meaningful in a historical sense (Välilmaa 2001), are empty slogans to individuals in groups who 'do not exist' in official statistics (Statistics Finland 2017a,b). That said, these groups are not difficult to empirically pinpoint, structurally speaking, across the Nordic countries, especially within higher education (Hoffman et al. 2017a; Hoffman 2017b; Mathies & Karhunen 2016; Muhonen et al. 2016).

The purpose of our paper is to present pilot study findings that test theoretical propositions (Yin 2003) developed by the authors (Hoffman et al. 2017a) based on our recent research and collaborations (Aarnikoivu et al. 2016; Alemanji 2016; Alemanji et al. 2017; Habti & Koikkalainen et al. 2014; Hoffman et al. 2015, 2016, 2017a). In early 2018, we developed a case study protocol focused on an analytically-driven purposeful selection contrasting the composition of – and trajectory to – the professorate in 15 – 25 operational units and settings across 6-8 universities, Ministries and government agencies in Finland (Becher & Kogan 1992; Becher & Trowler 2001; Bourdieu 1988; Hoffman & Horta 2016; Hoffman et al. 2016, 2017a; Miles & Huberman 1994; Yin 2003). Enhanced basic unit profiles (Brennan et al. 2016) focused on publicly available information were used to contrast settings in which scholars with a migrant background could be found in all four research career stages (Academy of Finland 2016), tenure-track or permanent positions (Pietala 2015) versus settings in which scholars with a migrant background are only present in positions that correspond to the first or second career stages, but not the third, fourth career-stage or permanent/tenure-track positions. Supplementary thematic interviews (Kvale 1996) were used with participants identified in the profile data collection who could speak to the pilot's research questions. The results of our pilot are being used to work toward empirically grounded, theoretically robust hypotheses relevant to comparative and international scientific debate on socially mediated stratification within societies and the role higher education plays in perpetuating complex inequalities (Robertson 2015). The mobilities paradox we highlight is not limited strictly to Finnish society but does present dilemmas, contradictions and unmet challenges unique to Finnish higher education that are far from resolved, especially with regard to intersectionality and emergent racialization within academe (Crenshaw 1991; Hoffman et al. 2017a; Hurtado et al. 1998; Lentin 2008).

Singing who we are: The meanings and values of singing for children in culturally diverse Finnish schools

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This study explores the roles that singing can play in upholding the educational ideal of equality in fast-diversifying Finnish schools, through supporting students' individual identities and cultivating a sense of community. Teachers working in the capital region of Finland are facing new challenges, with an increase in the immigrant population since last statistics of 2012, but also a significant increase in the number of children with immigrant backgrounds attending Finnish schools (Statistics, 2016). However, teachers are provided with few instructions how to navigate this new diversity (Juva & Holm 2017).

Music education in schools has considerable potential to foster equality and inclusion, requiring teachers to enact these basic values in culturally diverse classrooms. If school in Finland is "in transition" –and responding to the changes of a modern society– (Siljander, 2017), this raises questions as to how singing in schools can support student identity work, and community building.

The overarching aim of this research is to explore the role that singing plays in the construction of the (inevitably social) identity (Jenkins, 2004) and agency of children who attend culturally diverse schools in Finland. As Karlsen (2013) has noticed, musical agency, namely the capacity of an individual to act in relation to music or in a music-related situations is also social and develops in collective learning contexts. Thus, singing in schools is also social and the collective dimension of agency is relevant for primary school teachers, as they form new communities of young children who also bring with them values, worldviews, norms and expectations.

This aim will be investigated through the following research questions: How do children construct social identity in and through singing at school? How do children develop agency in and through singing at school? In what ways do teachers reflect on the role that singing plays in the construction of the social identity and agency in school?

I will look at this questions from the perspective of Tia DeNora's (2000) sociology of music, where she considers music as a "technology of self", a constitutive feature of human agency that has the power to influence the constitution of self and self-identity (p. 46).

This qualitative research focuses primarily on children's interviews and includes artifacts (Bruner, 1986) as facilitators for children to tell their stories, sing their songs, make their drawings, or share their experiences. I will interview approximately 30 children who belong to highly culturally diverse Finnish schools. Interviews will be combined with observation. Additionally, the teachers of the children will be interviewed (N3). I will undertake analysis of narrative of children's interviews (Polkinghorne, 1995), researcher's diary of observations and teacher's interviews. The complete data will be then subject to narrative analysis (Polkinghorne, 1995) and rich narrative accounts will be constructed and then checked by participants with the opportunity of confirming and commenting on the generated data and its interpretation.

Standardized assessment for who and what? - Equity and the evolving purposes of the national tests in Denmark

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Equity and equality in education is an increasingly salient issue in global education. The Sustainable Development Goal for education reads 'ensuring quality education for all' and the flagship publication of the OECD PISA test is sub-titled 'Excellence and Equity in Education. Danish prime Anders Fogh Rasmussen linked on to this agenda already in 2003, when he derided how a lack of attention to academic skills and learning were 'letting down' students from disadvantaged backgrounds. This reasoning became a key argument for a major school reform in 2006, which had mandatory standardized testing as the most conspicuously novel element (Gustafsson 2012). Testing became an equity issue, where the visible and transparent information on proficiency that standardized testing provides were to help struggling students. But as has been argued with regard to related Danish education initiatives (Andersen 2007), the testing advocates saw openness and visibility as values in themselves – providing less detail on what the tests were actually to be used for.

Discerning the purpose of testing is complicated by the fact that policies are rarely about only one thing and furthermore tend to change over time (Dahler-Larsen 2014; Pollitt et al. 2010). This leads to the following research question:

How are very different purposes claimed for the tests while 'raising educational achievement for all' remains the key argument behind them?

To answer this question, I trace political constructions of the 'purpose' of the national tests from the early 2000s until the present. What are the tests claimed to be for – who are supposed to work with them and how are they supposed to increase the quality of Danish schools? This tracing will be based on official documents and reports, academic works, general and specialized media articles, and minutes from the policy process. This narrative of evolving purposes will be read through a theoretical framework emphasizing how the applications of testing data evolve through a dialectic of the ways it is being made relevant to various questions – and the critique this relevance gives rise to (Meilvang 2017).

A preliminary reading of the material show that the initial settlement behind the tests required them to be a pedagogical tool, enabling teachers to better help struggling students. Over time, there has been a shift towards more summative or control oriented uses, with testing data now featuring as a screening tool for school inspections and national level results applied as a success criteria for general schools policy.

Students' Well-Being: An Important Indicator of a Just Education

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Objectives and theoretical framework. Research has shown that the classroom teacher is the best placed professional in school to work sensitively and consistently with students to effect learning and performance outcomes (Clarke & Barry, 2010; Payton et al., 2008), as well as cognitive and emotional development. The presence of at least one supportive adult, such as a caring teacher, in a student's life is critically important to well-being, sense of connectedness, self-confidence and ability to appropriately cope with difficulties (Dooley & Fitzgerald, 2012). In this line, Dweck (2006) pointed out that there is a need for shifting from a fixed mindset of student abilities which can't be changed to a growth mindset that highlights that good pedagogy can build on strengths and enhance student academic engagement and success (Dweck, 2006). Moreover, it has been suggested that well-being is enhanced when schools can provide opportunities for students to nurture and support their abilities to handle even difficult tasks. For example, Pople (2009) reported that most schools made a significant contribution to students' life satisfaction, in particular having good teachers, being able to 'direct their own learning' and 'learning by doing rather than listening' were judged as very important (Salihu, Aro, & Räsänen, 2017).

As pointed out by researchers from Finland (Korhonen et al., 2014), since the students' academic well-being is viewed as an important indicator of the educational process, it is reasonable to define well-being in relation to the educational context. In the report study: *Justice Denied: The state of education of children with special needs in post-conflict Kosovo*, the authors (Landsman & Maloku-Berdyna, 2009) have drawn the conclusion about the unacceptable state of education in Kosovo in general, and education of children with special needs in particular.

Seen from this perspective, the objectives of this study were two: (1) to examine the relationship between teacher support and school satisfaction of students with and without learning difficulties in reading, and (2) to determine the extent and strength of relationships between these factors on students' overall well-being.

Research methods. Participants were 116 fourth- and fifth-grade students (52 girls and 64 boys) selected randomly from nine classes of the urban public school in Kosovo. They were assessed in Reading comprehension-Daze, Students' Life Satisfaction-MSLSS, and Child Social Support-CASSS. Students who scored below the 35th percentile on the Daze reading test were identified as having learning difficulties in reading (n=37). The Cronbach alpha reliabilities on this sample were .89 for Daze, .85 for MSLSS, and .95 for CASSS.

Findings. Findings of the present study indicated that there is a significant difference between students (with LD vs. non LD) in terms of their overall well-being ($p < .05$), suggesting the vulnerability of students belonging to the learning difficulties group. The correlations between variables were significant (for LD group, $r = .481$, $p = .003$, and for non LD group, $r = .365$, $p = .001$). A multiple regression analysis showed that teacher support and school satisfaction uniquely contributed to students' overall well-being (for LD students 15% and 29%; for non LD students 12% and 23%).

Subject in debt -Governing young people through austerity politics in the neoliberal ethos

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Drawing on two interrelated ethnographic areas of youth work, The Outreach Youth Work and workshop for young people, this paper aims to analyze how young people in weak economical position are governed through neoliberal practices, policies and politics. Firstly I ask how subject in debt is created, maintained, shaped and reshaped in the current politics of austerity? Secondly, what kind of techniques of governance are poverty and indebtedness and what sort of practices and policies they create?

Data consists of ethnographic diary and interviews of young people, youth workers, social workers, teachers, psychiatric nurses, school coordinators and employment officials, all together 40 interviews. I spent ten months on the field, two days in a week, among young people "at risk" and adults working with them, following their everyday life, practices, work and discussions and making interviews.

From the perspective of governmentality studies The Outreach Youth Work and workshop are seen as assemblages of discursive practices of various intersecting societal and theoretical power-ridden discourses that make claims about young people. According to this view discursive practices are nexus points of power/knowledge flows where both problems and solutions are created, in other words, they are spaces and actions for problematisations.

By allocating scarce economical resources neoliberal ethos keeps poor young people in debt and on their toes. This became evident while having interviews with young people labeled as "risk of social exclusion" or "Not in Education, Employed or Training". Being in debt requires subjectivisation in the neoliberalist machinery. The reason why via indebtedness subjects are carved into the docile bodies suitable for neoliberal management is that the debt is not only economic phenomenon but a technique of governmentality that guarantees the general safety of the population through diminishing the unpredictability of behaviour of subjects.

The effect that the debt has is guilt and responsibility, and those give neoliberal ethos the opportunity to create a memory of its subjects that reaches, not in the past, but in to the future. This memory of the future, memory bending on to the direction of the future, is subjects' possibility of guaranteeing itself as a self-working and self-promising future in the eyes of not only those who collect their money back with interests, but also in the eyes of professionals and experts working with young people and making decisions about "proposals" and "good practices" about young people.

This is the way how neoliberalistic governance works through indebtedness of its subjects. Debt produces subjects who want to make themselves as enterprises. These subjects as enterprises are flexible in a way that they take responsibility of expenses and risks of neoliberal management and "financed economics". These expenses and risks include precarity, vulnerability, poverty, unemployment, social benefits and minimum wages. These hazards of the individual, subject in debt must take care of with responsibility as if those phenomena were individual's private resources and investments which must be treated as personal capital in the competitive markets.

In the paper I will analyze the voices of young people from this perspective.

The norm of the lifelong learner - genealogical analysis

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Lifelong learning (LLL) has been seen as a required response to rapid growth of economic, technologic and societal pressures since the 1960s (e.g. Biesta 2006; Olssen 2008). Nowadays the ideology of LLL has become an unquestionable truth which most scholars say is governed by the hegemonical discourse of economy. (e.g. Fejes 2006; Olssen 2008.) This paper focuses on the history of LLL. The modern history of LLL is analyzed by using Foucauldian genealogical approach and four elements of ethical relations as an analytical framework.

Scholars have divided the history of LLL in European context to three different generations. (e.g. Rubenson 2006; Biesta 2006; Olssen 2008; Centeno 2011) In this study, generations are not seen as clear cut periods - more as overlapping each other. From the analytics of government perspective, generations are related to liberal art of government and change of political rationalizations from 'social' to 'neoliberal' governmentality. The policy or ideology of lifelong learning has been one of the key elements of constructing desired subjectivity in different times. Lifelong learning is not only a concept in education politics but also a technology of governmentality, regulated by rationalities to govern 'the self' of the 'active citizen'. (e.g. Fejes 2006; 2013; Olssen 2008.)

The aim of the research is to analyze the history of LLL from the genealogical perspective and in terms of analytics of governmentality. What kind of subjectivity has been constructed in different generations? In this study, LLL is analyzed as "technology of power" and "technology of the self". The method used is a combination of "Foucauldian discourse analysis" (FDA), "critical policy sociology" (Ball 1997) and "policy genealogy" (Gale 2001) in the context of "analytics of government" (Rose 1999; Dean 1999). The material contains essential documents from the supranational (OECD, UNESCO, EU) organisations which deal with the issue of LLL - in three generations. The data consist of over 50 documents.

The prevalence of disability in Morocco: What role for the educational system ?

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The issue of inequality has a particular interest in Morocco in recent years. It is advanced as one of the obstacles to the development of the country. These inequalities constitute an important source of regional imbalance in the whole field, including that of health, and thus of disability. Recent data from the 2014 General Census of Population and Housing (GCPH) show that 2.3 million people are affected by a disability in Morocco, a prevalence rate of 5.1%. The prevalence rate of disability is 5.5% in rural areas against 4.8% in urban areas, thus reinforcing the spatial inequalities of health.

Several studies have analyzed the factors that explain the prevalence of disability (level of education, access to socio-economic service, poverty, unemployment, family structure, etc.). However, the prevalence of disability is a complex and broad concept, its analysis also depends on the geographic and spatial context that is lacking in these studies.

The purpose of this paper is to develop a map of disability in Morocco. Then, following a spatial approach, we try to show that the prevalence of disability is linked to the distribution patterns of socio-economic services such as educational service. We also try to describe and visualize spatial distributions, to identify atypical locations and outliers, to detect patterns of spatial association and to suggest spatial regimes or other forms of spatial heterogeneity. Through the estimation of a spatial model, we try to show how improving these socioeconomic factors can reduce the risk of disability. The data come from the 2014 GCPH.

This work will show us the limits of public policies dominated by a "Top-Down" vision. We are trying to provide geographic targeting policies to reduce regional disparities in disability.

Value conflicts in Finnish education policy concerning basic education

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This discourse analysis studies the aims, value content and value conflicts found in the new National Core Curriculum 2014 implemented during autumn 2016, including statements and comments related to it, from different stakeholders. The findings are contrasted with the results of content analysis of values in former curricula (Kärki 2015) and a sociological discussion of values in Finnish education policy is opened.

The research questions are: What values and value conflicts are found in the aims of Finnish education policy concerning basic education? How those aims are legitimized? Have those values/conflicts changed over time and how?

The focus is on aims concerning equity and the body of knowledge seen as desirable. The ideas and classifications concerning them in political documents are examined. This research is aimed to be the first part of larger analysis of discourses and values in political documents, namely National Core Curricula and corresponding committee reports from 1970s onwards, as well as the 5-year development plans for education and research by the Ministry of Education and Culture from 1991 to 2016.

The research aims to offer education policy planners and politicians a broad perspective to help them in settling future orientation of the Finnish basic education. Value conflicts are permanent part of societal life. The values that contrasting aims imply are always negotiated and settled somehow, which has consequences regarding the cohesion and trust in society.

The basic education system in Finland has been undergoing changes since 1990s and, concurrently, the learning outcomes and educational equity have been deteriorating (Bernelius 2012, 2013; Kosunen 2016; Kupari & al. 2013; Kuusela 2012; Vettenranta & al. 2016; Seppänen, Kalalahti, Rinne & Simola 2015; Varjo 2011; Varjo & Kalalahti 2011). Finnish social psychologists in turn have found in longitudinal studies that the Finnish main values – benevolence, security, universalism and conformity – have persisted from 1970s to 2000s, but there has been a growing tension from 1990s onwards, localized in perception of one's position towards the others (Pohjanheimo 2005; Puohiniemi 2002).

The ultimate objective here is to build a theoretical bridge from the value research by Finnish social psychologists (Helkama 2015, 2009; Pohjanheimo 2005; Puohiniemi 1992), including their findings of growing tension and pressure in prevailing Finnish value system, towards contemporary theorization by sociologists examining soft or epistemic governance (Alasuutari 2013; Lukes 1986, cit. Dale 2013; Ozga & Lingard 2007; Simola 2015). The value conflicts activate when there are broad ongoing changes in society, and new meanings are found in political documents at times of change.

The discourse analysis of political texts (Fairclough 1992; Ozga 2000) is used as a method. It consists of several cycles of reading, note making and picking up themes for nearer exploration. In classifying value content of texts, the value theory and typology of Schwartz (1992) is used.

As preliminary findings the main discourses and value conflicts regarding equity and desirable knowledge in Finnish education policy are presented; and what is seen as common good is contemplated.

PAPERS

IN ALPHABETICAL ORDER
BY TITLE

A heteronormative hierarchy? Students' perceptions of gender and resistance in an Icelandic compulsory school

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Scholars studying gender and education have described schools as heteronormative institutions which play a vital role in reproducing heterosexuality through heteronormative discourses. According to the national curriculum in Iceland, equality education is to be a "critical examination of the established ideas in society and its institutions in order to analyse the circumstances that lead to discrimination of some and privileges for others". If the enactment of this policy is successful it would not reinforce heteronormative discourses and the above findings could possibly be altered.

This presentation is based on an ethnographic study in one compulsory school in Iceland. The main question the paper aims to answer is how gender is understood by students in various school settings. The data collection methods included observations in six classrooms as well as in other settings in the school environment. Formal and informal interviews with 13–15 years old students were conducted in order to enquire insights into the students' thoughts and attitudes.

Gender is seen as a social construction, as humans are actively doing gender and at the same time school is seen as a space and an agent. Looking critically at gender the author uses heteronormativity and heterosexuality as analytical tools in order to explain students' discourses on gender and sexuality and how institutional practices and policies can affect the positions and power of students. The presentation also draws on Connell's concepts of masculinities, femininities, and the gender order in order to understand students' views, behaviour, and their ways of doing gender.

Main findings indicate that students' understanding and performance of gender reflect dominant discourses, behaviour, and power relations in the school. Further that the school is supporting heteronormative discourses and understanding of sex and gender without applying the recent counter-actions in society in terms of the rights of LGBTQ people. This results in certain gender attributes applied to students within a traditional heteronormative hierarchy privileging heterosexuality as natural and normal. The findings further indicate that schools are powerful spaces when it comes to supporting gender inequalities which calls for better preparation for teachers when it comes to building knowledge on gender and education and the necessity to urge school leaders to provide gender equality education for all students.

Key words: gender order, heteronormative, institutional culture, masculinities, femininities

Academic Achievement as the Means to Social Integration: A school leadership perspective

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The point of departure for this study concerns school leadership perspectives on social integration of recently arrived migrant students within Ale municipality. Ale is a small municipality within the Region Västra Götaland on the westcoast of Sweden. The overriding societal goals of Region Västra Götaland are to create social equity and sustainability for all its members living, working and studying within the region. However, recent political legislation on the equal distribution of migrants, refugees and asylum seekers around Sweden has created new challenges for smaller sized municipalities such as Ale. With Ale as a point of reference to municipalities with a total population of around 60 000 inhabitants, this study raises questions about the role of education in managing social and ethnic diversity and creating long term social equity and sustainability for all its members, recently arrived migrants and asylum seekers, as well as, already established residents. Social integration of migrants in the school system is only one arena in which the goals of social equity and sustainability are put to the test. Yet, great emphasis and expectations are put upon schools and school leaders to resolve these issues. The primary research questions are: How do schools work to promote learning and social inclusion of recently arrived migrants? What are the difficulties and challenges from a pedagogical perspective? How do teachers, staff and school leaders describe the role of education with regards to social inclusion of migrants and asylum seekers? And, what are some of the tensions between the school's mission and long term social sustainability? A sociological perspective of education using Bourdieu's concepts of social and cultural capital, in conjunction with a critical pedagogical perspective on the role and purpose of education in relation to neoliberal policy and practices, reveals a more cynical and pragmatic approach to social inclusion, equity and sustainability. A thematic analysis of fifteen interviews with school leaders, teachers, and staff indicate an emphasis on individual academic achievement as primary target and key ingredient to social integration long term. That is to say, social inclusion and a broad participation in society from educators' perspectives are reduced to terms of academic results and achievement of learning targets. The respondents emphasized the mission of the school to supply students with learning and knowledge that provide for the attainment of prerequisites for upper secondary studies. All respondents were equally concerned about striving to attain this mission regardless of the status for migrant and asylum seeking students. Teachers expressed that all students whether or not they had received residency permits, been rejected, or were waiting for a new application process to begin were supported and encouraged equally. Social inclusion in a larger social context and societal development was regarded as a direct or indirect consequence of academic achievement that the school is obligated to provide regardless of social background. However, providing compensatory measures for the acquisition of dominant social and cultural capital that is expected was a subordinate aspect in relation to the core of the educational mission.

Balancing educational ideals? – Swedish head teachers about marketization and inclusion

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The educational ideals of marketization and ideals of inclusive education, as expressed in policies, are often seen as contradictory and incompatible. In for instance Sweden, an education system that has emphasised inclusion and education for all, marketization has escalated social segregation within the school system (Blossing et al. 2014). However, this may appear differently in different schools, where policies are interpreted and enacted. While there are several studies of both inclusive education and of marketization, there have been few attempts to study the interplay and consequences of the coexistence and enactment of these political ideals in schools.

This paper describes preliminary results from ongoing research project. The objective of the project is to develop a theoretical understanding of how educational ideologies, marketization on the one hand and inclusion on the other, influence school's work and organisation.

Twenty-two school leaders from both municipal and independent schools were interviewed. Their schools had different pupil demographics, were in different areas, and in municipalities both positive and negative towards marketization. The questions regarded how marketization and inclusion translate into the head teachers' work, the school organisation, and whether they saw any conflicts between these ideals. The interviews (ranging from 50 to 90 minutes) were transcribed and analysed using qualitative content analysis and a theoretical framework inspired by Ball's definitions of policy and policy enactment (Ball et al., 2012), tools from inclusive education (e.g. Göransson & Nilholm, 2014; Clark et al., 1998;), and curriculum theory (e.g. Popkewitz 2008).

Preliminary results show that the head teachers have varied experiences and opinions of marketization and express very different notions as to what constitutes inclusion. The theoretical consequences are several. As regards inclusive education, there is need for further research regarding what practitioners and head teachers place within the concept, given the wide array of definitions and what they consider good practice. This variation also calls for further theoretical refinement and clarification of political policy ambitions. Also, there is need for theoretical nuancing of the consequences of marketization for education. The responses here indicate both negative and positive experiences, but more importantly, they illustrate that the marketization has had different consequences for different schools, areas and pupils.

This research has relevance for the Nordic research context as it illustrates nuances often missing in research on marketization and inclusive education. Given that Sweden has taken on an exceptional path towards marketization, these results can both function as both cautionary and inspiring, and as grounds for further research in the Nordic context.

Book-based storyline as a contribution to intercultural education

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The overriding purpose of the study is to analyze how book-based storyline works as a method for intercultural literature education. The research questions of the study are as follows: How do the pupils express cultural encounters in the book-based storyline? How do the pupils express cultural meetings in their own lives? How do the pupils evaluate book-based storyline as a method for promoting intercultural understanding?

I have designed a book-based storyline which two seventh grade teachers have carried out in two classes in a Finland-Swedish school. The storyline is based on the novel *Faraway Island* (1996/2009) by Annika Thor, and is about two Austrian Jewish siblings who are evacuated and sent to Sweden, in order to escape antisemitic persecution during World War II. The book's dominant theme is cultural encounters, and it deals with multifaceted existential questions. The field study is characterized by an action-oriented, ethnographic methodological approach. As a researcher, my role in the classroom was mainly a passive, observatory one.

The study is conducted partly from a literature education theory perspective, and partly from a multicultural education perspective, in which intercultural understanding is of central significance. The participating pupils work within different genres with so-called key questions regarding refugees, cultural affiliations, and interpersonal encounters, both in the fiction and in their own lives. The work they produce is analyzed using reception analysis and sentence concentration.

The study's contribution to the acquisition of new knowledge can be described within three areas: a contribution to new knowledge, a methodological contribution and a contribution to didactics. Firstly, it offers a contribution to new knowledge with regard to pupils' understanding of challenging social issues, both historical and current, in a Finland-Swedish school context. Secondly, the combination of reception analysis through a book-based storyline project, and a theory-driven analysis and interpretation of a substantial body of material, is an innovative methodological contribution, which combines literature education perspectives with critical multi-cultural education theory. Thirdly, the study contributes to the development of didactic methods, in which literature education tools and intercultural education thinking have created an interdisciplinary didactic design with considerable potential for in-depth learning in relation to existential questions in young people's lives.

The participating pupils display a heightened awareness and critical involvement in the book's themes, to varying degrees. They nonetheless still have prejudices and ethnocentric, stereotypical views. However, they also express some indications of understanding and empathy for the children of war and the Jews during World War II, both in the fiction and in reality. To some extent, they display notions of understanding and empathy towards today's refugees. An open attitude towards various ethnicities and people different from themselves emerges from the majority. In order to optimize book-based storyline as an intercultural education method, extensive critical reflection and examination of pupils' values is necessary. This requires a high level of competence from the teacher, which is why competence development in the field of critical multicultural education is needed.

Keywords: Literature education, critical multicultural education, storyline, cultural diversity, cultural minorities

Challenging the Middle Class Nature of Schooling with Recognition?

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In this presentation, my aim is to explore the possibilities and possible pitfalls of the concept of recognition at school level research. As a background are my observations relating to disadvantaged schools' and school improvement studies. The purpose of schooling is often not critically examined but taken for granted in disadvantaged schools studies. Therefore, improvement aims for example for success in high-stakes tests and other practices that derive from neoliberal ethos. Another critical observation, emphasized by several researchers, is the lack of the wider social and political context in school improvement studies. This places unreasonable demands for schools to tackle the challenges of deprivation.

In my presentation, I explore the feasibility of the concept of recognition as one way to perform critical school improvement research especially on disadvantaged schools. The theory of recognition is mostly used as a political and social theory, and as a theory of social justice. Axel Honneth, Nancy Fraser and Charles Taylor are probably the best known developers of recognition as political theory. There are also studies in which the pedagogy of recognition is formulated (e.g. by Raisa Foster), and in which recognition is analysed at school level (e.g. by Rauno Huttunen & Hannu Heikkinen, and Raquel Ayala).

However, in the studies of recognition at the school level, the conduct of the concept seems to neglect the middle class nature of schooling. If the concept of recognition is understood merely as a tool for the teacher to give feedback to students, it neglects the questions of power, structural inequality, and social reproduction of schooling, in other words it favours the ones already favoured by the school system. The double trouble of schooling for disadvantaged students is that the middle-class values, markers, and identities are valued in schools, and that (disadvantaged) schools cannot overcome the challenges created by students' diverse backgrounds. This has been extensively treated and demonstrated also in the Scandinavian educational research and context.

I claim that when recognition is something that is given and received only when a student succeeds, this accelerates the problems for disadvantaged students. Success is not an objective concept, but always related to the current political and discursive trends. Following Foster and Louie Rodriguez recognition could and should be much more when applied at the school level. It could connect the seemingly individual relations, and practices within schools with structural and historical issues. Therefore, even within the societal frames of schooling, recognition might be performed in schools, and therefore analysed in research, as something that as its best could work for as genuine counteract to this double trouble.

Classed dimensions of mothers' involvement within primary schools in Iceland.

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Several international studies show that cultural capital plays an important role in relation to parental involvement in their offspring's education (Horvat, Weininger & Lareau, 2003; Reay, 2011; Kosunen og Carrasco, 2016). This paper is a part of a larger research project on class formation through parental choices and practices within the compulsory education field in Iceland. Classed dimensions of schooling have been given scant attention in research within the field of education in Iceland perhaps because of the persistent myth that Iceland is a classless society (Oddsson, 2011). The presentation aims to explore this gap in the research area.

Bourdieu's conceptual framework of habitus, field and capitals will be used to explore the role of social class in mothers' involvement in Parents' and Teachers' Associations (PTA) within the primary school field. As cultural capital is an elusive term and has not been defined within Icelandic society the study uses mainly formal education as an indicator of cultural capital. However, using qualitative data also provides the possibility to develop a better defined and nuanced understanding of the term. Hence, one of the derivatives of the study will be a better understanding of what constituted cultural capital in Iceland today. The data consists of 30 in depth, semi structured interviews, thereof 15 interviews with middle class, upper middle class and elite mothers and 15 with working class and lower class mothers. The presentation will address the classed dimensions of to what extent the mothers were involved in parental cooperation and what they felt their reasons for their level of involvement were. Furthermore, it will be explored how their social status manifests and is reinforced through their interactions with other parents within the primary school field. Theoretically driven thematic analysis (Braun & Clarke, 2013) was used to analyse the data. Preliminary results indicate that mothers have the means of utilizing their cultural capital to enhance their children's social status. Mothers of lower classes with less dominant cultural capital meet hindrances on several levels, as the feeling of being 'not good enough' within the group of parents and avoidance of intensive relationship to teachers and other parents that can be traced to their own educational and class history and diverging class relations among parents in Iceland.

Comparative study of researcher community support and supervisory support among Finnish and Danish PhD-students

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Prior research on doctoral supervision and researcher communities has identified social support as a key determinant of the doctoral journey (Jairam & Kahl, 2012; Zhao, Golde & McCormick, 2007). Supervisory support, for instance, in terms of constructive feedback and encouragement (Pyhältö, Vekkailla & Keskinen, 2015) has shown to have a positive influence on students' persistence (Ives & Rowley, 2005). However, we still know surprisingly little about the cross-national variation in the support experienced among doctoral students (Jairam & Kahl, 2012).

This study explores experiences of researcher community and supervisory support among Danish and Finnish PhD-students within the Social Sciences and Humanities. The following research questions were addressed:

- (1) What differences and similarities can be detected between Danish and Finnish PhD student in social support experiences, dissertation format, research group status, study status, dropout intentions, and engagement in international research activities?
- (2) Is the support experienced associated with the dissertation format, research group status part-time/full-time status, dropout intentions, and engagement in international research activities?
- (3) What forms of support the Danish and Finnish doctoral students report?
- (4) How do the Danish and Finnish doctoral students perceive the support fit?

Altogether, 381 doctoral students within the humanities and social sciences from two research-intensive universities in Denmark (n=145) and Finland (n=236) participated in the study. The study employed a convergent mixed methods design (Creswell & Clark, 2011), both quantitative analyses and qualitative analysis (open-ended descriptions) were employed.

The results showed that, both Danish and Finnish doctoral students, emphasized researcher community support over supervisory support. The Danish students, however, reported higher levels of researcher community support and experienced lower levels of friction than their Finnish counter partners. The results indicated that the only form of support in which the students expressed more matched support than mismatched support was informational support. The findings imply that seemingly similar regional contexts hold valid differences in experienced social support and educational strategies at the PhD level. In order to gain a broader picture of the national support practices and what kind of support is the most beneficial for graduate students for the particular purposes in achieving their goals, multi-disciplinary investigations about equity, diversity, inclusion and wellbeing should be explored in future research.

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Conflicting discourses on multicultural education in Finnish teacher education

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This paper investigates discourses on multiculturalism and diversity among teacher educators and students in Finnish teacher education. In focus are the subject positions that are constructed in these discourses, and how they link to othering and racialization.

Professionals in education agree that multicultural education is needed, but the arguments for that vary from being able to meet the Other, to promoting social justice. Earlier research shows that in Finland multicultural education is mostly understood as intended for immigrant students. The original aim of multicultural education to challenge societal inequalities and promote social justice thus seems to be partly forgotten although the inequalities remain. The framework of the paper is critical multicultural education, where the unequal structures and distribution of power are seen as the problems that need to be addressed. A fluid and changing view of culture and identity is also central to critical multicultural education (May & Sleeter 2010).

The data consists of interviews with 14 teacher educators and 26 students at four teacher education programs in Finland. The analysis of the interviews is carried out in line with discourse theory by Laclau and Mouffe. The preliminary results show, that there are conflicting discourses on diversity and multiculturalism in the Finnish teacher education. The articulations of diversity construct an understanding of diversity to which all of us belong, and that contains many different categories. Multiculturalism is partly articulated in the same way, but it is also articulated as the presence of immigrants and the opposite of Finnishness. Immigrants are associated with a different culture. Ethnicity, nationality and both the concept of culture and the subject position of the immigrant are constructed as fairly static categories. The multicultural student is hereby constructed as the Other, who can be met, understood and acknowledged, but for whom it is difficult to be included in the normality of Finnishness.

There is therefore a conflict in discourses within teacher education between the discourse on diversity as including everybody, and the discourse on multiculturalism where often only particular members are pointed out. This has consequences for the way we understand multicultural education, which then easily is concentrated only on understanding those who are considered culturally different, and learning how to teach them.

A resistance towards the way the term multicultural(ism) is commonly used is, however, also present among some teacher educators and students, who argue for a deconstruction of the term and the division into us and them.

The conflict between the discourses, and the continuing reproduction of the Other show a need to critically examine how the term multiculturalism is used in teacher education, and what the aim of multicultural education is articulated to be. The focus ought to be on how to avoid the construction and reproduction of the Other, in order to be able to work towards a school system where everybody is an equal.

Contextualising educational policy: the case of inclusive education in Sweden

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This paper articulates the necessity of contextualising inclusive education in the general context of education policy and politics. The case of Sweden is taken as a telling example.

Inclusive education is seen here as a policy phenomenon that contains a range of ideas about the purpose of education, what content education should have, and how education should be, organized (cf. Schiro, 2013). As a policy ideal, inclusive education competes with other political and philosophical ideals regarding education, for instance economic discourses that prioritise effectivity and attainment as educational goals. Thus, inclusive education has to be realised in contexts where available options for action are restricted by several, often contradictory, educational policies on different levels of the education system (cf. Ball, Maguire and Braun, 2012; Clark, Dyson and Millward, 1998; Lundgren, 1999).

The aim of this paper is an argumentative one, pursuing to place focus on the relationship between inclusive education and the general context of education policy. The argument here is that while research and debates about inclusive education are important, both are insufficient without analyses of the context of national educational policy. Any interpretation of inclusive education is necessarily situated in a general education policy, and measures of what 'inclusive schools' are dependent upon for instance, political interpretation(s) of inclusive education, resource allocation, and political discourse on both local and national educational context.

The procedure of the paper's argument follows four steps. After illustrating the Swedish context and some definitions of inclusive education, some theoretical points of departure are defined. In the third step, analyses by Lundahl (2005), of education policies, and Isaksson and Lindqvist (2015), on special education policies, are aligned to illustrate political fluctuations in education politics and policies. Then analyses of government statements from the past 20 years are presented, using Bacchi's (1999) method of WPR (What is the problem represented to be), to illustrate these fluctuations from a different perspective. Finally, the argument is summarized and some conclusions drawn as regards implications of the paper for future research and policies.

The presentation illustrates a complex policy environment where inclusive education is rarely mentioned. In the case of Sweden, tenets of inclusive education appear as ambitions or as intertwined in other objectives, rather than as clearly defined policy objectives. The conclusions we can draw from this is that research as regards inclusive education, whether it regards everyday practice or system level developments, has to some degree acknowledge the currents of political prioritization and the development of policy environment, not only as regards inclusive education specifically, but also as regards education policy in general.

Does it matter in which class you study? Class formation and its impact on learning in Finnish lower secondary schools.

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The allocation of students into schools and classes by achievement is a common practice worldwide, even if less prominent in the Nordic countries (OECD, 2012). The central argument for tracking is that homogeneous classrooms permit a focused curriculum and appropriately paced instruction, leading to better learning for all (Duflo, Dupas, & Kremer, 2011). Arguments for ungrouped classrooms centre on the concern that lower ability students will be disadvantaged by less ideal learning environments regarding teacher proficiency, curricular content, and peer effect (Duru-Bellat & Mingat, 2006; Entwistle & Alexander, 1992). Some, however, have found no evidence for the impact of ability grouping on student performance (Zimmer, 2003). Despite its small in-between-school differences and fame for educational equality (OECD, 2012), Finland stood out among the Nordic countries in the TIMSS 2011 study with its high between-class differences (Yang Hansen, Gustafson, & Rosén, 2014).

The present study draws on two large-scale research projects to examine the impact of class composition on learning results in the Finnish comprehensive school. The first project, drawing on the longitudinal 2011–2014 MetLoFin-data of 9000 students, focuses on the development of between-school and between-class differences in learning outcomes through the three years of lower secondary education (Kupiainen, 2016). The other project, a cross-sectional assessment of 7500 ninth grade students learning to learn skills, set to look more closely at the role of the specific Finnish form of school choice – classes with a special emphasis – on these differences.

The results of the first study showed considerable differences between classes with class explaining almost a quarter of the variance in students' mathematical and thinking skills and over a fifth of the variance in their score in Finnish (Kupiainen, 2016). Additionally, the between-class differences grew considerably during the three years of lower secondary education. To further probe into the reasons between these differences, the second study included a questionnaire for the principals of the schools participating in the study to look at class formation in the schools.

The results showed that the between-class differences found in the earlier metropolitan study also applied in the later national study. The results also show that schools apply various principles in allocating students into classes: earlier achievement, peer relations, gender, language choices, need of support for learning, and other. Overall, a fifth of the students studied in a class based on some clear form of selection – either in classes with a special emphasis or in small classes formed to offer special support. Differences in the performance of students in the different types of classes were statistically significant in all measured cognitive domains and in learning motivation. Students in classes with an emphasis on literacy subject performed better than did students in the other classes with special emphasis. There was a clear gender imbalance within the classes with girls being over-represented in classes with an emphasis on arts or on music, and of boys in classes with an emphasis on mathematics or on sports – and among the different types of support for learning.

Does private education actor HundrED gain advantage from Finland's global example?

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A recent story on the JustEd website mentions that the Centre for Nordic Studies at the University of Helsinki is expecting growing global demand for information on the Nordic model because Nordic countries usually do very well in international comparisons. There is the need to confront 'the implications and the value in this' (Peter Stadius, quoted in Jarf 2018). A relevant question is whether it is the Nordic model that is always being portrayed to international audiences or just some caricature or distortion of it. Would those in other parts of the world be able to recognise the difference?

This paper considers this question in relation to Finland and the endorsement by a Finnish company of educational programmes and interventions around the globe. Finland has a much-celebrated public education system, famous partly for its PISA success but also for the distinctive factors that have likely contributed to the success. At the same time, there is concern with innovating so that Finnish education continues to improve. In 2017 HundrED, an education company based in Finland sought 100 educational innovations from around the globe. HundrED has a growing profile within Finland and also aims to be "...the world's leading experts in K12 educational innovations by 2020." (HundrED, no date)

HundrEd will also be having an influence in those countries where it has endorsed particular educational interventions. Media coverage of Longworth Forest School in New Zealand, one of HundrED's endorsed programmes, suggests that HundrED's endorsement draws status from its Finnish connections even when the initiative does not reflect the character of Finnish education, for instance a small private school. Indeed there is a danger that HundrED's endorsement is misrecognised as endorsement by the Finnish education system. HundrED might gain advantage from Finland's 'brand' but misrepresent it in the process.

This paper will draw on analysis of publicly available websites and media sources to look at the case of Longworth Forest School and also investigate the impact of HundrED's endorsements across several other countries to see whether there is a similar pattern of HundrED's endorsement being misrecognised as endorsement by the Finnish education system. The paper will contribute to debates about the use and misuse of the Nordic model as well as international literature on the impact of private actors in education (Ball 2012, Verger, Fontdevila & Zancajo 2016).

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Education for Children with Disabilities in Addis Ababa, Ethiopia

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My presentation discusses the influence of environmental factors on the education for children with disabilities in Addis Ababa/Ethiopia. Thereby the focus lies especially on relationships and attitudes. Taking a constructivist approach by using the grounded theory method, I chose to speak to children with disabilities in schools as well as to parents, teachers and other experts as sources of information to reconstruct perceptions of disability from different perspectives in an educational environment. All these perspectives, including the one of the researcher, opened a compact set of views that consequently constructed the disability of the children.

During a period of four years, I visited the field of research five times for several months to collect data by interviewing participants using narrative, guided and focus group interviews and observing daily life in the schools. Consequently, I looked at how the disability of the child has affected each of the participants and how constructions of disability affected the child (environmental factors). By analyzing emotions, actions and reactions and problems raised by the participants in the data, it was possible to get an impression of what disability means to the people. The goal of this way of analysis was to get an answer to the refined research question on how the participants dealt with emotional stress in the school caused by negative societal and cultural attitudes towards disability. In a further step, I reflected on the Capability Approach of Amartya Sen and how my results could be seen from this perspective.

Methods:

I referred to the constructivist approach of grounded theory by Cathy Charmaz. Guided and open interviews as well as focus group discussions served for data collection. Additionally, observations in the classrooms and on the schoolyard supported the investigation.

Conclusion/Outcomes:

The theory that developed from this research has the title: "Developing a Sense of Belonging". It was derived from the core category "feeling like a family". Constituting the core category, it supported parents at school to regain value and respect that might not have been given in their communities. At the same time it enabled teachers to merge in their profession and take on more responsibility and commitment regarding an aspired inclusion of the child with disability in the school. For children the core category opened possibilities in combination with education for their future. These possibilities included economical independence, support of the family, developing a sense of belonging and a positive self-concept.

Educational practices for social justice in higher education - working with Romani students on campus

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Universities are today encouraged to widen access to higher education (HE). Roma however, are still a marginalised minority in all educational institutions. From a teacher perspective, this presentation focuses on educational practices for social justice in HE when working with Roma. The questions addressed are as follows: How can we connect our educational practices to the experiences and knowledge that Romani students bring to campus? What kind of educational practices can contribute to foster agency among these students? And finally, what kind of results can be identified when Romaparticipate in HE?

The theoretical framework draws from the conceptual system of Bourdieu (1993) and Bourdieu & Passeron (1990), especially the concept of cultural capital, as expanded by Winkle-Wagner & Locks (2014) in their concept Academic Capital Formation (ACF). ACF “pulls together all of the capital theories, human, social, and cultural capital, in order to theoretically explore pathways toward college access for racially underrepresented and low-income students in particular” (Winkle-Wagner & Locks, 2014, p. 27).

The methodology is inspired by critical ethnography and action research, methods where reflexivity is central, and that are frequently used when researching inequality and oppression in society (Cohen, Manion & Morrison, 2000). The presentation draws from teacher experiences and material from two commissioned courses for Roma in HE between 2012-2017, one for Romani mediators working in school, and one for mother tongue teachers in Romani. A total 33 students, men and women, coming from diverse groups of Roma, and speaking various varieties of Romani participated. While taking their course, they were all working as mediators or mother tongue teachers in different municipalities in Sweden.

Concerning course content, efforts were made to connect this to the life situation, the previous experiences and the knowledge of the participants as well as to the general educational and socioeconomic situation of the minority. For example, in the first course the goal was to expand the participants knowledge about the history and contemporary situation of the Romani minority as well as the diversity among the Romani groups. Everyone was encouraged to speak their own variety of Romani to profound their linguistic awareness and competence in the language. Connections were also made to the experiences of the other four recognized national minorities in the country. Further examples will be given and discussed in the presentation.

The results indicate that the Romani students' participation in these courses initiate processes of social mobility. Having achieved a theoretical framework and explanations for their previously practical knowledge and experiences, the participants express that they feel more confident and competent in their role as mediators or mother tongue teachers, as well as in relation to other teachers and school staff. Many of them have also become spokespersons for Roma on a local level, even nationally, thus contributing to the processes of disruption of the still dominating grand narrative concerning Roma.

Key words: Roma, higher education, educational practices

Ethical global issues pedagogy: Participatory research with teachers in Finland, Sweden and the UK.

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United Nations sustainable development goal (SDG) 4.7 includes education for sustainability and global citizenship, and this is a goal of national curricula across Europe. This paper will report on early findings from a one-year (2018) research project, funded by the British Academy, aimed at investigating the possibilities of an ethical approach to teaching global issues by highlighting colonial systems of power and creating a resource to support teachers in this work. The main research question is: How can teachers be better resourced to mainstream SDG 4.7 into their secondary classrooms? Specifically, this paper will draw on a review of critical literature to articulate the rationales for ethical global issues pedagogy that is relevant to today's complex global issues and reflects the latest critiques from critical scholarship. It will share the framework developed by the researchers based on this rationale and will offer some early findings from workshops and focus groups with teachers in Finland, Sweden, and the UK.

A significant contribution of this work is bringing together the fields of global citizenship education (GCE) and environmental and sustainability education (ESE) to mobilise into pedagogical application concerns raised about extant approaches to teaching global issues. Scholars of ESE have argued that mainstream approaches to ESD implicitly reinforce existing North–South inequities and supported individualism and competition (e.g., Jickling & Wals 2008; Van Poeck & Vandenabeele 2012; Sund & Öhman, 2014). Similarly, critical GCE scholars have raised concerns that superficial approaches to global education avoid complex ethical issues thereby, and despite good intentions, contributing to the reproduction of colonial systems of power (e.g., Andrerotti, 2011; Pashby, 2012; Widdows, 2014). We argue this critical scholarship provides a strong rationale for an ethical global issues pedagogy that explicitly takes up difference and diversity and acknowledges the inequalities inherent to who is most impacted and who can take responsibility for creating a sustainable future for all.

Based on this rationale, and drawing on the work of Andreotti (2013), specifically her HEADSUP tool, we are currently creating a framework for ethical global issues pedagogy with secondary school teachers which we will workshop with them. We are the process of setting up the workshops: one in Sweden, three in the UK (Manchester, Birmingham, and London) and one in Finland. The primary purpose of the workshops is to share the framework developed by the researchers and to gain data across a set of diverse locations that will help us to produce a resource appropriate for teachers across Europe and elsewhere. At the JustEd conference, we will be able to share some preliminary findings from these workshops. Data sources from each workshop will include: a) a pre-conference survey regarding enabling factors and barriers to teaching in support of SDG 4.7; b) focus groups where participants share a teaching artefact that illustrates their attempt to teach in support of SDG 4.7; and c) larger group discussions capturing reactions, feedback, and suggestions to the framework created by the researchers.

Examining educational opportunity structures of immigrant youth with/out special educational needs

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The national education systems construct various opportunity structures, which include different problematizations, mechanisms and solutions to issues in education policy and governance (Dale & Parreira do Amaral, 2015). One of the key principles of Finnish education is that the same educational opportunities should be available to all people irrespective of their ethnicity, age, gender, wealth, disability or place of residence.

During the last year in comprehensive school, all pupils face the first high stake choice making situation in the Finnish school system when applying for upper secondary education. This transition has proved to be problematic for youth with immigrant backgrounds and/or with special educational needs. They have reported to have difficulties in getting into mainstream education (Kilpi-Jakonen, 2011; Kirjavainen et al. 2016); in comparison with their counterparts, they face a considerably higher risk of either dropping out of education or remaining in various short-term training programs and projects.

In this study, we analyze with the discursive approach the ways in which local education authorities (teachers, study counselors, principals, n = 29) governing educational transitions consider the structural opportunities and obstacles that frame the educational transitions of young people with immigrant backgrounds and/or with special educational needs. We contrast our analysis concerning aforementioned actors' views with the national core curricula of basic education, preparatory education and upper secondary education. Hence, we interpret the structural meaning makings these interviews reflect and analyse the positions that the local education authorities sketch for the young people with special educational needs and/or immigrant backgrounds within the transitions. The overall aim of this contribution is to contrast the categorical interpretations of minority groups (immigrant backgrounds or special educational needs) with an understanding about institutional opportunity structures – we argue that it is necessary to acknowledge both factors when approaching the diversification of educational possibilities related to transitions.

As an outcome, we are critically examining the dynamics of the Finnish education system and the possibilities it constructs for young people at the intersections of immigrant backgrounds and special educational needs. The solutions and practices targeted for these young people problematized as 'special groups' seem to be uniform and simple, offering often 'second chance' options for access to 'regular' and settled options. Those young people, who are not willing or able to set into these categories, have to face various multi-professional negotiations where the solutions for further studies are made. The presettled opportunity structure is a challenge to the overall emphasis of equal educational opportunities.

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Gender and students' mental health in secondary school

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During the first decades of the 21st century, adolescents' perceived stress has been reported to be an important factor in explaining the increasing mental health problems among students in Swedish schools. One of the main explanations for this increased stress among adolescents is linked to the growing emphasis on responsibility and performance in society. The study aims at exploring school professionals' perceptions of gender with regard to students' mental health. Theoretically, the present study takes its starting point in Connell's and Skeggs's work and concepts on masculinities and femininities. For the current study the theoretical concepts hegemonic masculinity and respectability is central to the study. The study draws on individual and focus group interviews with key professionals working on student welfare teams from the three secondary schools (enrolling students from 6th-9th grade) located in urban areas with different demographics in southern Sweden. The analysis reveal that adolescents today experience greater demands, anxiety and stress. Regardless of gender, these pressures include having to look good, have a fit body and wear nice clothes. Yet, the empirical analysis reveals a polarized picture of girls' and boys' health problems as well as the kind of help girls and boys, respectively, were offered or not offered. Norms of 'good girl femininity' and respectable femininity framed the explanations for girls' mental health problems, whereas the explanations for boys' mental health problems were connected to marginalized masculinities. The findings lead to recommendations concerning the need to recognize and problematize students' health problems as well as the need for more preventive work on student welfare issues, in the schools as well as other societal institutions. This study aims to contribute new knowledge concerning how school professionals working in student welfare teams describe and explain students' health conditions with regard to gender and the kind of support the schools offer vulnerable students.

Head First into Secondary Education? - Finnish Young People's Hesitant Educational Choices

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In this paper, we Tarja Tolonen and Sinikka Aapola-Kari present some preliminary results on young people's processes of making educational choices from our study 'Youth in Time'. It is a qualitative longitudinal research project coordinated by the Finnish Youth Research Network, in cooperation with researchers from the universities of Eastern Finland and Helsinki. We have interviewed 125 young people, born in year 2000, from five research sites around Finland. We aim to follow the lives of the same young people for at least ten years, charting their transitions into secondary education and beyond. In this paper we focus on selected cases.

As young people face the institutional point of choosing options for secondary education, they use various types of rationales, some of which are based on their educational achievement, others based on their family histories and various sources of knowledge about professions. Others base their choices on friends' choices and leisure time activities, and all have to take into account the local educational options available. In more remote areas, young people have to consider their resources in relation to moving to other localities in order to reach viable schooling alternatives. The students' choices are negotiated in relation to gender, parents' educational background, ethnicity and local traditions. All these aspects will be presented using examples from our data.

History education as intercultural education: Collaboration between schools and museums

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Teaching history in today's multicultural schools means teaching to a multiplicity of knowledges and perspectives. To reach all the students and to provide multiple perspectives and training in studying history from a multiplicity of perspectives, teachers need access to resources and competence, which they might not find among themselves or in the teaching materials that are available to them. Because of the rapid demographic and cultural changes due to migration and global interconnectedness and developments in historical research, teachers need to collaborate with experts in history and lifelong historical learning who work in institutions such as museums and memorial sites. A problem with textbooks, which teachers often largely depend upon, is that they are limited in scope and often in perspectives. It is difficult, if not impossible to reach all students and ensure multiperspectivity by relying on one textbook. Often minority groups and the peripheries of nations are not represented in textbooks, or they are represented from the point of view of the center and the majority.

Museums and memorial sites, on the other hand, often exist to represent the perspectives of historically marginalized and oppressed groups. These institutions have different perspectives on the grand narratives, take care to represent a multiplicity of perspectives, and are active in researching marginalized histories and giving voice to people who are not often heard. They also strive to provide experiential learning activities, which involve exploration, voluntary engagement and multiple sensory impressions. Thus, they are complementary learning arenas, but with a shared mandate with schools. Professions are systems, which tend to reproduce themselves. A challenge often heard mentioned at conferences and seminars where museum educators meet is the lack of communication and coordination with teachers and schools about the learning that goes on during museum visits. By looking beyond the professional boundaries, we may be able to challenge discourses and practices and generate change through studying opportunities for expansive learning and professional development in collaborative efforts.

In this paper, I ask the following research question: What is the status of knowledge within the field of educational research about inter-professional collaboration between teachers and museum educators? The project is based on a research project, which studied collaboration between librarians in public libraries and school libraries and teachers with the goal of developing intercultural literacy education (Pihl 2009, 2012a). The project was based on Deleuze and Guattari's concept of multiplicity to conceptualize the variation among pupils in today's classrooms and theory about interprofessional collaboration and Cultural Historical Activity Theory to study the collaboration (Eri & Pihl 2017).

This paper is based on a systematic literature search in the fields of history didactics and museum education. Preliminary results show that there is little research on collaborative efforts between history teachers and museum educators. Based on the above-mentioned theory and literature review, I argue for the need to develop this field of research jointly with teachers, museum educators and teacher educators in order to contribute to the development of intercultural and democratic history education.

Immigrant Mothers' Pursuit of Higher Education in Iceland: An Intersectional Analysis

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Higher education institutions face challenges in terms of promoting equality and ensuring inclusion of students from minority backgrounds due to increased diversity within the culture of higher education (Hill Collins and Bilge, 2016). Non-traditional students, such as mature students, students with disability, students from working-class background, and students from minority background are often categorized as the 'other', susceptible to marginalization, particularly where the dominant culture of higher education regards traditional students as young, white, male, upper or middle class-background (Leathwood and O'Connell, 2003). The population of non-traditional students includes women of minority background who combine their studies with mothering. Even though extensive research has indicated the struggles student mothers face for balancing academic responsibilities, work, personal and family lives, yet an increasing cohort of immigrant mothers pursuing higher education is still largely invisible and underrepresented, especially in Iceland. Alongside this, immigrant mothers' intersectional identities significantly influence their educational experiences, leading to unique challenges because of their race, class, language minority, and migrant status. Bearing these in mind, this study addresses the invisibility of immigrant mothers pursuing higher education in Iceland. Drawing on the existing literature on intersectionality, this study explores how the dimensions of gender, race or ethnicity, cultural and socio-economic backgrounds influence educational experiences of immigrant mothers in Icelandic higher education. Purposeful and snowball samplings are employed to select the participants based on the criteria most suitable for the purpose of the study; women of first-generation immigrants who are mothers in pursuit of higher education. Utilizing narrative inquiry to generate the data and through life story interviews, immigrant mothers are invited to tell their stories on how their intersectional identities play a salient role in their educational experiences, contributing to both advantages and disadvantages that encourage motivation, persistence and learning strategy.

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10.1080/0268093032000145863

Individual and Social Factors Affecting Access to Inclusive Education for Students with Extensive Support Needs

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Research consistently demonstrates that learning in inclusive classes improves educational experiences and outcomes for students with extensive support needs (Jackson et al., 2008). However, barriers have prevented the full realization of inclusive education for this population of learners. Teachers, working individually and together, are a primary factor contributing to the success of inclusive education (Olson & Ruppert, 2017). Moreover, effective inclusive education for students with extensive support needs should result in students' progress in the general curriculum, as well as involvement in the class community (Ryndak et al., 2013). In this presentation, a grounded theory of the process of involvement and progress in the general curriculum for students with extensive support needs will be presented.

Research Question

- What factors influence involvement and progress in the general curriculum among students with extensive support needs?

Objectives and Theoretical Framework

The purpose of the study is to explain the processes that underlie access to the general curriculum in inclusive classes. Access to inclusive environments and access to general education content cannot be separated from one another (Jackson, Ryndak, & Wehmeyer (2008/2009). Our overall study design was premised on examining the relationship between these two types of access as it unfolded with the participants within their educational contexts. We drew on a framework for inclusive education, in which Billingsley, Gallucci, Peck, Schwartz, and Staub (1996) theorized that class membership, students' relationships with each other, and individual students' skills are (a) foundational to inclusive education and (b) dependent on one another. These theories influenced our purpose, research questions, and analysis.

Research Methods

In this multiple case study, we collected and analyzed data from four classrooms. This allowed us to draw conclusions about how and why the intervention might work in various contexts. The research sites were purposively chosen because they included students with extensive support needs in general education English-Language Arts classes. Each student had a general education teacher, special education teacher, and one or more paraprofessionals, who supported their involvement and progress in the general curriculum. The students and all of the educators supporting the students were participants in the study. Observations and interviews were the primary data sources for this study. The research team analyzed the data in three phases according to Saldaña's (2013) recommendations, using a constructivist grounded theory approach (Charmaz, 2006).

Findings

The theory explains how teachers, individually and collectively, worked to support students' involvement and progress in the general curriculum in four general education high school English-Language Arts classes. We found that students' involvement and progress in the general curriculum hinged on general and special educators' self-efficacy. Special educators' self efficacy was influenced by teacher education, flexibility, and content knowledge. General educators' self efficacy was influenced by perceptions about district policies, history, and role clarity. Our findings revealed the central importance of teachers' self-efficacy in supporting the involvement and progress in the general curriculum among students with extensive support needs. Results are discussed in relation to relevant theories of literacy access and inclusion for students with extensive support needs.

Institutionalized exclusion – Drama girls at the margins

Bergljót Þrastardóttir¹, Steinunn Helga Lárusdóttir¹, Ingólfur Ásgeir Jóhannesson¹

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Discourse on gender in relation to school practices has for the last thirty years focused mainly on underachieving boys and less on the girls who have shown to be doing well in schools. This has resulted in less attention being given to the girls who according to (Icelandic) research are experiencing growing anxiety and depression despite the fact that they are getting good results in schools.

This paper asks how gender is manifested in social interactions and school practices at the compulsory school level in Iceland and how the gender regime in the classroom contributes to power, popularity and students' agency. Informed by critical feminist theorisation schools are seen as a web of gendered relations which shape the school culture, the teaching, and the experiences of students and staff. The widely used discourse on the mean girls is problematized as it has been taken up as the key narrative on girls and schooling as well as reinforcing gendered binaries and hegemonic form of girlhood.

The paper draws on an ethnographic study conducted at the upper level (13-15 y) in one compulsory school for a period of three months, focusing on students' relations and school practices as well as the interactions between students and teachers. Data was collected through participant observation in different spaces on the school premises in order to observe the positioning of students. Data also consists of informal discussions with students as well as semi-structured interviews with small groups of students in order to hear their views on gender, school practices and social relations in school settings.

Findings suggest that, girls are being silenced and socialised through the "drama girls" discourse as they experience difficulties in their social relations, despite living in the aura of gender equality. The drama label affects girls' agency and deprives them of voice in the classroom and impairs their opportunities to practice their communication skills with the help of staff and fellow students.

Key words: Gender relations, silence, resistance, students voice, power

Intertextuality in the analysis of the right of equity in Education in Sweden

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The contribution aims to discuss intertextuality as theoretical and methodological strategy in the analysis of equity in educational policies. Starting from the idea of equity as a multifaceted phenomenon this contribution analyses the various meanings of this concept from the systematic study of the interactions between texts created in different political areas.

Intertextuality as theoretical and methodological starting point claims to read each text in a dialogical relation to other texts, so called intertexts (Kristeva 1969, 1970). Even if the concept of intertextuality has its origins in fields other than education (cf. Kristeva 1969, 1970, Fairclough 1992, Riffaterre 1999), the utility of intertextuality in the analysis of complex and multifaceted educational phenomena has also been highlighted by earlier educational research (Lemke 1992, Francia 1999, 2008; Maguire M. Ball S. And Braun A. 2011) Riffaterre (1990) notion of limited intertextuality is used in this contribution as theoretical and methodological strategy for the analysis. The use of limited intertextuality includes only those intertexts related to each other by a logical or pragmatic relationship in the intertextual dialogue.

Starting from this limited intertextuality perspective (Riffaterre 1990), this contribution proposes therefore the analysis of different political documents that regulated central political areas for the implementation of the goal of equity in education for all children in Sweden. With this purpose, this contribution discusses examples of the intertextual dialogical reading of following national and international policy documents concerning children's right to equitable education: The Swedish School Act, National curricula, National budget proposals and European and international agreements concerning the rights of refugee children in Sweden.

This intertextual analysis provides a complex dimension to the study of equity because highlights limitations and contradictions of policies for equity implemented in Sweden during the last ten years. This contribution shows how intertextuality as a conceptual and methodological tool allows us to understand the contradictory nature of the educational policies that seldom are homogeneous package of measures for or against equity.

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Language policy and linguistic governance in educational spaces – an ethnographic study of school spaces in Finland and Sweden

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Language policies in education substantially touch upon questions related to material and abstract space. The language practices taking place in schools can be viewed as a struggle for power in a wider political and national context. In this paper, the framework of linguistic governance (cf. Grin, 2002) is used for analysing the manifestation of language policy and the management of linguistic practices in school spaces in Finland and Sweden. In line with Spolsky (2004), language policy is viewed as multi-layered, encompassing all the language practices, language beliefs and language management of a community or polity. According to Walsh (2012) language governance is emerging as a conceptual framework to explain the multi-layered nature of language policy.

Swedish is due to historical reasons the second national language in Finland, whereas Finnish only in the beginning of the millennium gained the status of an official minority language in Sweden. In Finland, a typical discourse related to Swedish-speaking education emphasizes the significance of a monolingual school space both in physical and symbolic terms. Accordingly, the legislation in Finland requires education to be organised separately in both national languages. In Sweden, the position of Finnish in educational spaces is negotiated in the often-conflicting interests of minority language policies and the educational market, as schooling in Finnish is provided outside the public school system in bilingual Sweden-Finnish independent schools. The ethnographic fieldwork of this study was carried out in one monolingual Swedish- and one Finnish-speaking public primary school co-located in the same building in Finland and in a bilingual Sweden-Finnish independent school in Sweden. The data consist of participatory observations during formal and informal activities of the schools during 70 days in the course of one school year, participatory photography and photo elicitation interviews with 35 pupils as well as 23 individual interviews with the school personnel.

The findings shed light on how language policy discourses shape the social and material spaces of schools and how linguistic governance manifests as spatial practices in multilingual educational spaces. Language awareness and language-related differences became emphasized in the observed school spaces, where certain language political and ideological discourses participated in constructing the linguistic norms and spatial practices. The governing policies and practices related to language were carried out in the everyday life of the schools but also negotiated and resisted by the pupils and staff.

Longitudinal analysis of the profile and trajectory of youth from an educational perspective

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Youth is an unstable stage of life, not only due to the immanent characteristics of this phase, but because it is associated to issues concerning social vulnerability, particularly in Brazil (Waiselfisz, 1998; Silva & Silva, 2011; Rua, 1998). The most critical period in life according to sociological, psychological and also political views is the transition from childhood to youth (Sposito & Carrano, 2003). This research aims to sociologically understand the early youth through the analysis of the transition from childhood to youth through the investigation of 88.694 individuals from Santa Catarina, a Brazilian state.

I used education as the empirical perspective to study youth and analyze the data that was collected within the Basic Education Evaluation System (SAEB), the Brazilian standardized large-scale assessment system. Firstly, I mapped and analyzed the profile and trajectory of individuals of 14-15 years-old using the data collected in 2013 about students' school progression, their performance in Math and Literacy tests, and socioeconomic and cultural background. Secondly, I adopted a longitudinal perspective to investigate the profile and trajectory of the same group of individuals, comparing the 2013 data that covers the period when they attended the 9th grade, with the 2009 data, which corresponds to the year when these individuals were in the 5th grade. Thirdly, we identified what changed from childhood to youth in the individuals' lives, using school performance as dependent variable to comprehend the 'rites of passage' (Van Gennep, 1960).

Even though the society is dynamic, it is ruled by principles and rites that organize the space to reduce the uncertainties of daily life (Van Gennep, 1960). Rites mark the transition from one position to other, distinguishing the several positions occupied by individuals along their life trajectories. They veil the arbitrariness present in the social space by legitimating limits and establishing social divides (Bourdieu, 2012). One's position in the social space is defined by the volume and structure of capital that one holds (Bourdieu, 1985), but capital distribution among individuals is quite unequal due to the dominant and arbitrary conditions of the social space. This research particularly focus on cultural capital and its double arbitrariness: the unawareness of the symbolic violence performed by cultural practices, and the dissimulation of the reproduction of social structures perpetrated by cultural capital (Bourdieu & Passeron, 1970).

The effects of morphological and social changes were perceived as pedagogical problems in the school system. School performance varies between the 5th and the 9th grade. The 'rites of institution' were present in the trajectory of the investigated population: individuals tend to adopt a novel identity in the 9th grade. Besides becoming more independent from the family and more autonomous, the youngsters use this new identity as source of distinction, meaning also that social inequality is more apparent in the 9th grade. Nevertheless, this analysis indicated that cultural capital is not relevant to explain school failure in Brazil. The longitudinal analysis enabled the understanding of youth as one of the phases of a sequence, which systematically incorporates other moments and movements.

Marketization of education in a social democratic context. Changing conceptions of social justice.

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Market-led education policies are characterized by emphasizing transparency, choice and autonomy (Ball and Youdell 2008). These values refer to what can be termed as a political concept of social justice (Fraser 2008). The fact that neoliberal policies are legitimized by that it take democracy and representation into consideration, have in many countries led to displacement of economic and cultural conceptions of justice (Fraser 1997, Power, S. & Frandji, D. 2010, Power 2012). In this paper, I explore the Nordic situation and how market-oriented policies are justified within a social democratic educational context. The objective is to illuminate how policies that originally are in conflict with social democratic values are being legitimized and confirmed by left-wing politicians. The research question I explore is: What characterizes left-wing politicians answer to market-oriented policies?

The background for this paper is my Ph.d. project "Marketization in an urban Norwegian school context. A social justice perspective", where I have studied the consequences of internal marketization in the municipality of Oslo (Bjordal 2016). While most of the policy measures investigated in my Ph. D. project was introduced by the right-wing coalition, most of them are maintained after the red-green coalition won the municipality and county election in 2015. The paper is based on analyses of policy documents from the new City Government Coalition in Oslo composed of the Labour Party, the Green Party and the Socialist Left Party, describing their political platform and their strategies to change the school in a social democratic direction. Drawing on Nancy Fraser's three-dimensional conception of justice, and her concepts of affirmative and transformative policies, I illuminate what characterizes their strategies to make a turn away from what is referred to as "høyreskolen". My analyses show that although the new City Government are concerned about the consequences of marketization of education, their concern is concentrated on challenges related to economic injustice and political injustice. Matters related to what can be termed cultural injustice, such as how parental choice and publication of performance data have led to a competition between schools and a strengthened hierarchy between "white" and "black" or "good" and "bad" schools and students, is neither defined as a challenge or as an obstacle to ensure social just education.

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Meeting diversities in education – provision of comprehensive support for children with special needs

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In the Finnish National Core Curriculum it is stated that the goal of basic education is to secure the necessary knowledge and skills as well as to encourage learning. Emphasis is put on developing transversal competences, such as interaction and expression skills that support social and economic participation in adulthood. The curriculum is based on the idea of inclusiveness and promotes diversity in pedagogical choices and timely support for special needs.

Children with special needs do not learn in a vacuum and for special support it is not enough to modify learning tasks. In order to alter child's ability to learn also the environment where this learning takes place has to be modified to meet child's needs. In this study, we understand this environment as a large concept including physical and social environment, their structures, and people who are involved in providing special support. As such, special support should not be understood only as a pedagogical solution but as a result of multi-actor collaboration. Wide range of adults are needed to support child's learning and growth: parents, therapist and other social and health care professionals.

In our study we have explored multiprofessional collaboration related to special support in Finnish elementary schools. The research is based on two questionnaires which we have collected during 2016 (special educators) and 2017 (therapists). The data is analysed by utilizing the method of qualitative content analysis.

The study reveals what kind of difficulties professionals experience in integrating therapies into pedagogical work in special education and what kind of good practices there are in use. The research results also provide new knowledge on the impact of new definition of practice given by the National Agency for Education. It emphasizes children's right for learning but in some schools has led to situation where scheduling the collaboration of educators and therapists has become increasingly difficult when therapists are not allowed to offer rehabilitation during school days. From the viewpoint of children and their families, this causes problems in integrating rehabilitation to pedagogical support for learning.

Based on our research we argue, that multi-actor collaboration should be developed as an important part of special support. The core idea should be in recognizing the rights of children with special needs. Professionals should be provided with such skills and resources that support multiprofessional and multi-actor collaboration that strives towards the best for children.

Moving in the "dark": Rethinking representations of refugee youth in Iceland through public policies and teacher narratives.

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Though Iceland is not at the epicentre of the refugee situation in Europe nor is it receiving refugees in vast numbers when compared to other nations such as Turkey, Germany and Italy, it has recently experienced a sharp increase in refugees with a focus on young people in particular (Iceland Statistics, 2017). While popular attitudes towards refugees in Iceland are seen as largely positive (Maskína, 2015) and the Icelandic education system is seen as, comparatively speaking, highly inclusive and egalitarian relative to other nations (Marínósson & Bjarnason, 2015), little is still known about the ways in which policy makers and teachers in Iceland conceptualize and represent their own images and metaphors of refugee youth. Drawing upon methods of thematic analysis (Braun & Clarke, 2006), we analysed, drawing upon a hermeneutic approach (see Ricoeur, 2010) the narratives of 15 teachers in lower and upper secondary schools and examined key policy documents constituting regulative legal and political frameworks for refugees' social and educational inclusion. The findings of this work suggest that normative multiculturalism frameworks – particularly an emphasis on sameness and equality discourses (Tarozzi & Torres, 2016) – were substantively drawn upon and refugee youth were frequently viewed recast as singular, often essentialized and as representing static cultural identities. Education within this context was narrowly defined in terms of the equality rights of refugee youth and national logics of inclusiveness – such as access to, and the need to develop competencies in the Icelandic language; the idea of 'special' humanitarian conditions was absent from these narratives, as it is in policy narratives. Whilst language learning is clearly a benefit for all people regardless of whether you are labelled as a refugee or not, this notion of equality reinforces underlying inequities such as sameness, Icelandic understandings of citizenship (see, for example, Dillabough, 2016) and national metaphors that detail notions of exclusive practices (Slee, 2011); these issues often represent the underbelly of tolerant nationalisms at work (see Brown, 2001). Teachers describe their work with refugee youth as "finding their way in the dark" and report struggling to "just do what we can, day by day". These narratives also point to the external pressure associated advanced neo-liberal models of education and a lack of political engagement - what Hannah Arendt (2007) refers to as the 'promise of politics' - in education policy and practice (Ball, 2012). This is not the only story that can be told; there are also individual teachers whose work moves towards action, intervention and transformation while others appear 'stuck' in the normative frameworks of a longstanding notion of Icelandic citizenship.

Multilingual Education in Sweden and beyond - A discussion on policy and practice with examples from an ethnographic study

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In contemporary Sweden and since the nineties, beside Swedish as the main language, about 200 languages are spoken, most of these migrant languages. There are also five official minority languages. This contribution will provide a short overview of the new multilingual Sweden and present some definitions from the linguistic landscape. Likewise, some examples from the current language policy will be presented as well as some general results from the educational context. Despite good intentions, in practice various "gaps" occur. Some theoretical reflections of this discrepancy will be discussed; among other things: "linguicism", deficit ideologies and policy as a process of interpretation. Several methods – e.g. discourse analysis, interviews, policy analysis, ethnographic studies – can be used to study these discrepancies. The linguistic landscape in the Swedish context has been even more visible and challenged after the 2015 migration wave.

In this contribution, also some empirical examples from a research project, "Mapping of the Newcomers' Reception and Educational Situation and their transition in the School system in Sweden" will be presented and discussed. The project, an ethnographic study, focusing newly arrived migrant students' learning in secondary school in eight different schools and about 15 classes. A specific focus is on models of teaching Swedish as a second language. Five researchers are involved and the empirical data contains of observations and interviews with teachers, language support tutors, headmasters and administrative directors at the municipality level. The theoretical framework is grounded in an ecological system theory and philosophies of culturally responsive teaching.

The analysis from the project shows various models of teaching Swedish as a second language and diverse models of inclusion for newly arrived students in ordinary classes. Some models use direct inclusion or indirect inclusion in ordinary classes. Other models are more flexible with various forms of language support. The schools are very differently organized with multifaceted practices of interpretation of language policies and teaching. The various organizational models are highly dependent of the interpretations of language policies by the leadership in the local municipality as well as at the local school. This in turn means that newly arrived students will meet different possibilities in being successful in learning the new language in school.

Furthermore, the research area of multilingualism is often very absent in the educational practice, which is also related to what kind of teacher education the teachers once attended. Has for example multilingualism as a perspective been present in their teacher education? All together the research project and our general presentation underlines the need for further education for teachers in multilingualism in the new multilingual Sweden – and this goes also for all subjects as all teachers have to deal with language education.

Newcomers at school: affective index and metaphorical substance in curricula discourse and teachers' interviews

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A democratic decision-making is done based on the politicians' understanding of statistical facts, average values, best practices and fresh empirical results. Complicated issues such as social behaviour and future expectations are not found as numerical facts, and therefore rhetorical images do play a major role in decision-making of areas such as education and school policies. A critical understanding of semantics is needed when multi-faceted, constantly alternating, complicated phenomena are put in words.

From the theoretical framework of cognitive semantics (Lakoff 2008), we analyze the affective index and metaphors of topical terminologies in language politics. The research questions are, 1) what types of affective index and metaphorical substance are found in concepts that are used as tools for language politics in national, regional and school-level curricula and administrative instruction concerning newcomers at school, and 2) what types of affective index and metaphors are found in concepts used by teachers working with the newcomers, when they describe their working practices. Besides the curricula and the official webpages of the regional educational administration, the discussion is based on empirical data collected by Meeting in the Middle project (<https://vastaantulo.fi/>), and include teachers' interviews, from both mainstream classrooms and separate classrooms of the newcomers in Helsinki, Espoo and Vantaa during 2017–18. The findings are scrutinized in the framework of critical discourse analysis (Blommaert & Bulcaen 2000), with the tools presented by cognitive semantics.

As expected results, we aim to discuss the apparent tendency of uplifting terms with positive connotations for tools of decision-making in education policies. "Inclusion" and "integration" are common reasons for mainstreaming both special education students and newcomers into general classes. It is obviously ethical that no one should be "excluded" or "segregated". Added to the fact that "inclusion" saves money, an average politician probably does not need to calculate the equation any longer, and a question of political intentions cannot be avoided. Another question is that of responsibility of the administration in nurturing suggestive metaphors and hiding the details about practices and empirical facts behind them, instead of using neutral terminologies. A similar tendency is recognized also by researchers in Sweden (Bunar 2015; Nilsson & Axelsson 2013; Nilsson Folke 2015).

Furthermore, we discuss the need for fresh terminologies in classic language curriculum subject names. Another example of a confused term is "mother tongue" (Fin äidinkieli) referring to Finnish/Swedish syllabus of all students, regardless of a student's actual mother tongue. "Mother tongue" is semantically indexed with intimacy, family relationships, and biological bondage, although as a classic subject name the term is lexicalized and thus it has lost part of its affect. For those whose Finnish/Swedish is not developed enough, the curriculum has another alternative, namely "Finnish/Swedish as a second language". In contrast, the semantic index of this alternative unfolds with secondary option and otherness.

Third, we expect to reveal a difference between the official curricula discourse and the everyday discourse used by the teachers, in conceptualizing newcomers' teaching and learning and in the usage of metaphors about the subject.

Not normal enough– how students explain bullying in junior high school in Finland

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In this paper I am interested in how students in two junior high schools construct bullying and normality/deviance and how the two concepts are connected? I approach the question of the connection between bullying and normality/deviance through data from interviews and group discussions in two junior high schools. The data was gathered in 2013-2015 in two junior high schools in the capital region in Finland. The students were approximately fourteen years old when the project started. Students were interviewed about practices and structures leading to exclusion or inclusion. Thereafter students discussed in groups together with researchers and in some cases also with teachers what should and/or could be changed in the schools to tackle exclusion. In this paper, I do not concentrate on, for example, the behavior of individual students by naming them bullies or victims, instead I examine bullying as a phenomenon that is the result of relations, strategies and values.

In earlier research, there were connections draw between being different from the norms of peers or the school in general and being bullied. (Horowitz & others 2004; Varjas & others 2008; Thornberg 2015; Sweeting & West 2001). For example when in earlier research students were asked about the reasons for bullying, one of the reasons that they pointed out was the deviance of the victim. (Thornberg and Knutsen, 2011; Thornberg and others, 2012) I analyze the interface between bullying and the construction of deviance through the concept of normalization (Foucault). With normalization Foucault describes how methods of power move from strict connection to law and punishment to normalization and control (Foucault 1978). Students talked about bullying very critically and especially in individual interviews there was a general disapproval of bullying. However, they also explained why some specific students were bullied, and those explanations were in many cases connected to the assumed deviance of a bullied student. One of the key factors of behavior that is categorized as 'normal', is being able to recognize the limits of approved behavior. The students that for some reason do not recognize these limits are 'punished' by bullying or exclusion. In this way students participate in unofficial ways in the processes of normalization.

Parental choices of residences and schools in Reykjavík from 1997-2016: A statistical overview

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There is a lack of research that grasp the historical and current geography of social class and ethnicity in the Icelandic field of education. In educational policy research geographical location has become an important part of understanding racial and class differentiation and a concentration of privilege within a given field (Butler og van Zanten, 2007; Reay, 2007; Taylor, McLeod, Butler og Vincent, 2011; Wacquant, 1989). In urban areas residence has become a contemporary battle over social distinction" (Butler, Hamnett, Ramsden og Webber, 2007: 15).

The aim of the presentation is to provide a statistical overview of the current ethnic and social class segregation between neighbourhoods and compulsory schools in Reykjavík city area and how it has changed and developed for the last 20 years. For the last two decades there have been a considerable changes of education policies directed to neoliberal imperatives (Dýrfjörð & Magnúsdóttir, 2016) that have shaped parental possibilities, choices and practices.

The main results derive from a dataset (Statistics Iceland) that constitutes background information of all families with school-age children residing in Reykjavík for the years 1997, 2006 and 2016. The data derives mainly from tax reports, information on place of birth and information on education. The second source is a b) statistical overview of the students' mobility in/out of schools in Reykjavík for the last twenty years (Reykjavík Department of Education and Youth).). The research design is based on work of those who have utilized and extended Bourdieusian class analysis in social (Savage, 2000; Skeggs, 2004) and educational research (Lareau, 2003; Reay, 1998; Reay, David og Ball, 2005).

Considerable ethnic and class divide between schools and neighbourhoods is evident in the data. Economic, educational and cultural capital have been accumulating in certain neighbourhoods of the Reykjavík metropolitan area. In 1997 there were already some class segregation but it has been widening for the last 20 years. Accumulation of economic privilege has more than doubled in certain neighbourhoods while there has been a further concentration of disadvantage in other parts of the city. Parental use of open enrolment policy has further increased the class and ethnic divide in the most disadvantaged area of Reykjavík and in recent years there has been extensive 'white flight' from the most disadvantaged school zone.

Peace building through education- the role of education in dealing with the past and reconciliation

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The movement for an independent Kosovo escalated into an armed conflict which ended in June 1999 with the NATO intervention in the name of human rights protection. The intervention led to the withdrawal of Serbian forces from Kosovo and the establishment of an interim United Nations Mission in Kosovo (UNMIK), which administered an interim government as formal arrangements for Kosovo independence were sought. The long Serbian repression over Kosovo Albanians and the subsequent conflict resulted in numerous human rights violations, war crimes and crimes against humanity including: extrajudicial deaths, sexual violence, disappearances, arbitrary arrests, and arbitrary detention. Under the UNMIK administration and lately under the independent Kosovo state, an extensive myriad of transitional justice initiatives have been undertaken in an attempt to establish and verify the truth about these events. However, education as a part of the transitional processes still is discussed mostly with the specific legacies of the Serbian repressive policies on education; its impact on division and discrimination over Kosovo Albanians, and the significant losses of education opportunities for Kosovo Albanians during the repression times. To date the contribution that education can provide and in particular the potential of the education sector as a platform for building capacities in dealing with the past; establish grounds for reconciliation and establishing a sustainable peace has not been explored. Kosovo, an independent state since February 2008, still is being supported by international organizations mainly UNMIK and European Union (EU), and NATO Kosovo Forces (KFOR) responsible for maintaining security and public order. With the signing of the Stabilization and Association Agreement (SAA) by the Kosovo authorities in 2015, the EU made transitional justice and dealing with the past processes as part of the Kosovo accession demands.

The main objective of this paper is to analyze the role of and the potential of education for peace as a tool for reconciliation in post conflict Kosovo. The research aims to answer two main questions: how transitional justice processes shape the reform of the education system in Kosovo and facilitate the overall inclusion of youth from all communities in the education system? And how will the transformed education system contribute to the enhancement of the contribution of younger generations in helping the transformation of the conflict situation in to a society of human rights and democracy?

At first a conceptual framework of the concept of peace education and its potential in overcoming transitions and establishing a framework for reconciliation will be provided. Then the relevance of the relationship between peace education initiatives within the education sector and educational initiatives undertaken, such as children's rights, human rights education, education for development, gender training, transitional justice, multiculturalism, global education, life skills education, and psychosocial rehabilitation, and it discusses problems and perspectives for CSO-education institutions joint development of peace and human rights education programs will be analyzed. The research will draw on conclusions and provide recommendations for education institutions management and policy makers for developing and implementing joint programs on peace education.

Politics of Quality in Education

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The question of quality has become one of the most important framing factors in education. Drawing on the final report of a four-year research project with many authors, the presentation summarises its key results in the light of politics of quality: how quality has changed the basic conditions in which school education functions?

For an abstract notion of quality to take effect, it needs to be operationalised into a governance tool. In this presentation, this governance tool is called QAE, Quality Assurance and Evaluation, encompassing a wide array of activities, such as (large-scale) student assessment and testing, programme and policy evaluation, school personnel and institutional evaluation, and inspection.

The project used and tested a new theoretical-methodological framework of Comparative Analytics of Dynamics in Education Politics (CADEP), which aims to understand the changing and fluid nature of politics by analysing the 1) political situation, which relates to the changing political constellations of actors and its effect on what is structurally opportune, 2) political possibilities which is interested in the dominant discourses and what is considered to be possible and what is considered to be the problem, and 3) the use of the political space, which relates to how the room of action created by the first two dimensions is used by the actors.

Research material of the project is documentary material, interviews (N=200), and observations from Brazil, China, and Russia. Documentary and interview material were collected from international organisations, and national, subnational, and municipal level actors. The project members interviewed politicians, officials, teachers, experts, and other stakeholders. The observations ranged from few days to weeks and took place at the subnational or municipal level.

The main findings can be summarised in the argument that three types of dynamics can be discerned in Brazil, China, and Russia:

- 1) "Self-reinforcing and shared goal-setting" reflects how QAE rather than quality has become the goal of education.
- 2) "Authorising but diverted governance" describes how QAE enables a parallel trend of authorising more governance methods, but at the same time creates increasingly complex systems.
- 3) "Destabilising and reorganising role-setting" indicates how the mechanisms of QAE create new actors for the field, which at the same time bring instability to the political system because of the QAE data's capacity to provoke change.

The presentation concludes that ideas of the state's diminishing role in the face of globalisation and theories about the directive nature of governance at a distance are not fully supported by a study of practice in Brazil, China, and Russia.

Reform of the Finnish student admission policy – re-negotiating the notion of justice in access to higher education

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Student admission is a policy area of vital importance for higher education institutions (HEIs), having direct consequences for access to higher education and more widely, how we perceive the fairness of opportunities in our society. This paper studies the student admission reform of the Finnish higher education that has been planned in 2010's and that partly still is in its implementation phase. At the moment, timely issue in the reform is giving more weight to upper secondary school success and matriculation examination.

The argument developed here is that student admission is shifting towards a neoliberal policy logic, and as such, to a new kind of notion concerning equality in access to higher education. Jacobs' (2013) theoretical model of procedural, background and stakes fairness is deployed in analysing the policies of student admission. The working hypotheses in this paper is that as the current reforms proceed, the notion of social justice becomes narrower.

The analysis is based on close reading of selected educational reform and policy texts. Policy documents produced during the ongoing reform are analyzed by using both thematic content analysis and discourse analysis. The research task is first, to describe the current reform and give an overview of what is being changed as well as to identify the critical points and elements of the reform. Secondly, we aim to analyse what kinds of positions are being given to applicants and students, and how potential applicants are categorized, named and framed. What is constituted as the norm student and what are the silences and hidden agendas in placing some sort of potential applicants in a position of 'other', i.e. diverting from the norm?

The findings of our study indicate that the Finnish reform is aiming at simplification and standardization of student admission system. This aim is being realized by different kinds of concrete policy techniques, i.e. pooled national admission system, categorizing the potential applicants to different kinds of quotas, and setting the admission criteria in a new way. The rationale behind the reform is to enhance the effectiveness of the system. The main access path becomes more restrictive and, simultaneously, the 'norm student' becomes more narrowly defined. Furthermore, the diversity of the student body is being downplayed. We conclude that in the current reform, the fairness of the admission system is being re-negotiated in a way that profoundly changes the idea of how equal opportunity and access in the Nordic higher education context has been understood.

Regional configurations of the Sustainable Development Goals and their relation to national curricular priorities in the Nordic countries

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This presentation examines the relation between regional configurations of Sustainable Development Goals in order to understand presumed differences in their implementation in education. To pinpoint differences among Nordic sub-regions we proceed from two dimensions: the arctic and the urban. We operationalize these dimensions in a grid where we consider the presence or non-presence of the two dimensions. A question we address with this study is if there is a desired level of harmonization of the implementation of Sustainable Development Goals.

In contrast to using "centre" and "periphery" we want to focus on the non-hierarchical nature of regions. It is possible to discern four different positions within a four-field grid: arctic-urban; non-arctic-urban; arctic-non-urban; non-arctic-non-urban. As examples of these four configurations we use the following cities or regions. Luleå and Rovaniemi display the arctic-urban configuration. Non-arctic-urban areas are exemplified by Gothenburg and Helsinki. Arctic-non-urban is represented by the towns of Kautokeino and Jokkmokk. Non-arctic-non-urban is exemplified by the region of Dalsland and the municipality of Kitee.

A macro perspective in this presentation focuses on the consequences of national curriculum settings for these regions. A micro perspective deals with the implementation of the curriculum settings in the classroom in these model areas. We proceed from a hypothesis assuming a difference between these regional configurations in implementation of Sustainable Development Goals. We also assume there will be differences between the regions in the adaptation of national curricular priorities.

Rethinking 'cultural activities' in primary and preschools: the complexity of culture, nationality and language in urban Lisbon

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European classrooms, especially in urban contexts, have become multicultural. Responding to cultural diversity, principles of “equality and inclusion” or “cultural pluralism” have been followed (Schachner, 2017). These approaches, depending on their application, might lead to colour-blindness or othering. Consequently, teachers usually experience dilemma when addressing equality and difference (Riegel, 2012). Furthermore, Hachfeld et al. (2015) revealed that teachers’ multicultural or colour-blind beliefs influenced their willingness to adapt teaching strategies. Critical multiculturalists (eg. May, 2009; Sleeter & May, 2010) argue for an approach that acknowledges students’ cultural backgrounds while avoiding essentialism, recognizes power relations, perceives ‘culture’ as a dynamic concept, and maintains critical reflexivity between conceptualizations and practices, empowering students and teachers. Bhabha (1994) coined the term hybridity, raising the need for enabling students to identify themselves without being exposed to fixed cultural conceptions. Thus, educators have been calling for giving voice to pupils in the teaching-learning process (Fielding, 2004). Such initiatives are particularly important in urban Lisbon where the interrelations of culture, nationality and language are highly complex. Consequently, there is a need to explore teachers’ practices and examine how their responses to cultural diversity relate to students’ backgrounds. This paper describes a case study (Yin, 2009) of a multicultural school cluster in urban Lisbon, following these research questions 1) How do teachers perceive cultural diversity? 2) How do teachers respond to cultural diversity in the classroom? 3) How do teachers take into account students’ backgrounds in these responses? This presentation focuses on the analysis of interviews with 23 teachers, and in particular, classroom observation with three teachers. Classroom vignettes show that teachers move between different approaches, therefore seemed to be “fluid”. Furthermore, teachers’ perceptions about cultural diversity might play a role in the way they organize their activities. The need for involving students’ voice is highlighted in order to avoid stereotyping, and untangle the complexity of nationality, culture and language.

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Revising the relevance of Rawls' theory of justice to contemporary educational theorizing

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This paper uses the methods of philosophical inquiry to examine the relevance of John Rawls' liberal political theory of justice to contemporary educational theorizing. Accordingly, the paper has its theoretical background in the philosophy of education and liberal political theory, and particularly in Rawlsian political liberalism. The central objective of the paper is to give to Rawls' theory of justice a reformed and complemented interpretation, which aims to highlight its contemporary relevance to educational theory and practice.

Background: Liberal political theories, such as John Rawls' political liberalism and his theory of justice, have often been accused of being 'too ideal' in the sense of ignoring the actual, historical injustices encountered in contemporary democratic societies. Accordingly, Rawls' theory of justice has been regarded by some critics as unable to fulfil its normative ambitions of providing guidance to concrete political action and educational reform. The aim of this paper is to examine the following questions:

1. What is the significance of Rawls' theory of justice for educational theorizing in the context of contemporary democratic societies?
2. Should Rawls' theory of justice be complemented by an examination into the non-ideal dimensions of society and education (i.e. social injustices encountered in contemporary democracies and in their educational systems and institutions) in order to make it educationally relevant today?

Central findings: The paper argues that general theories of justice such as the one developed by Rawls are decisively important for educational theorizing because they provide an ideal endpoint towards which (political) education should be directed. However, the paper claims that fostering the students' ability to contribute to concrete political practices that aim at transforming social and economic inequalities and injustices might require more than Rawls' theory and its direct educational implications are able to offer. The paper thus suggests that in contemporary educational theorizing Rawls' theory of justice must be complemented with a) an understanding of the fundamental economic and social changes that have taken place in many democratic societies as a consequence of globalization, economic de-regulation, and privatization; and b) an awareness of the new forms of injustice and inequality that the aforementioned changes have created within contemporary democracies and educational systems. Moreover, the paper proposes that the plain awareness of such injustices is not sufficient, but educational theory should also involve tangible ideas of how to compensate the inequalities that current educational institutions generate. Furthermore, educational theory should also outline concrete educational practices that support the students' development into political agents who are capable of influencing social structures and practices.

The paper concludes that the relationship between a general theory of justice and a theory of (political/citizenship) education might be viewed in terms of a division of labour: whereas the first provides the ideal aims for education and politics, the latter must involve a more comprehensive understanding of the historical and institutional circumstances in which these aims are pursued.

Rule of Law and Youth Education in Albania after communism

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The rule of law is a relatively new term that has become part of Albanian legal, political and social discussion, largely after the 1990s, a period which coincides with the collapse of the communist regime. With the opening of embassies and the order of Albanians to the west, the West on the other hand hastened to bring forth terms, mindsets and other approaches starting from the concept of democracy, the establishment and strengthening of independent institutions and public administration, the rule of law, legislative, procedural and judicial reform as well as other challenges that emerged whenever internationals entered the depths of an isolated country for 45 years. The new legislative framework required human resources that more than knowledge and experience should have the democratic way of thinking, acting, and reasoning. The implementation of the changes was also a process that required expertise, which was impossible to find in local human capacities and to be accomplished without the assistance and ongoing efforts of the international community.

This process required enough time to be met by political actors, civil society and Albanian citizens, who without a professional approach in this regard needed orientation, recommendation and assistance. This process continues today, after 28 years in transition, where internationals make recommendations, reports and instructions after full monitoring, while the lawmaker and law enforcement officer must fulfill them. If we consider our several year European aspirates, the process seems to be even more complex. But was the demand for change of political regime a real desire of Albanian society? Are Albanians and mostly young people ready for these concepts? Did it take 30 years to understand and act on behalf of the rule of law? Has the massiveness of higher education led to the fulfillment of urgent needs in terms of logistics which could push the European agenda forward?

Though the expectations of the Albanian society have been higher than the investment they have made, every year, there have been steps taken towards the rule of law to meet international conditions and criteria. These years of transition, though tiring for Albania, which has another challenge such as law enforcement, anti-corruption, improved public accountability mechanisms, informal economy, nepotism and management, efficiency and recruitment justice and staffing in the procedures selection based on a meritocratic system, capacity building, the rule of law, democratization, the development of justice systems that guarantee the respect of fundamental rights and freedoms fairly and independently, providing technical support to the organs of the human rights, promotion of civil society participation in democratic processes, especially youth, etc., have been necessary to learn that the rule of law is far more than a destination, it is a process of respecting the obligations, conditions and standards that require constant effort. But everyone agrees that to advance this process, the first step is the continuous education of citizens and mainly youth. Although it requires the contribution of some actors, education is the essential element on which the hopes, expectations and future goals can be raised.

"Since it can be done." Learning difficulties in studying the piano – towards more equal music school system.

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The Finnish Music Institute system is unique and earns worldwide admiration, with some even going so far as to call it a “musical miracle.” In principle, the system guarantees equal opportunities for goal-oriented music education regardless of place of residence.

The “musical miracle” does, however, have a downside: many pupils drop out and never touch their instrument again. A tradition of high achievement has prevailed, in which slower pupils easily feel the sting of failure.

Research in a number of countries has demonstrated that one child in five has problems learning to read and write, and many children have also other learning difficulties. Diverse learners may also have difficulty learning to play an instrument. Many of these students may drop out, or underperform: they could be able to play better, if they were taught to overcome their difficulties.

In my doctoral study (Hasu 2017) I investigated the difficulties encountered by piano students who learn slower than might be assumed from their talent and practising. The study also examined whether the piano teacher’s observations about the student’s learning difficulties in piano playing tally with the results of tests measuring learning difficulties. It also aimed to find teaching methods that will help these students to learn faster and more easily.

The study involved 27 young piano pupils. They all participated in tests measuring reading and spelling skills, rapid naming, and mathematical skills. Fifteen pupils had difficulties in one or more tests (n=15). Based on these tests, eight students of different ages were selected for interviews (n=8). The interview data lets the students speak: it allows them to say how they feel about their playing and learning.

The findings showed that the results of the tests partly corresponded to the ease or difficulty of playing. Pupils with similar test results seemed to progress and encounter similar problems of playing. The results also showed that the piano teacher cannot tell whether the pupil has other learning difficulties or not based only on the piano lessons. Pupils must be taught “according to the symptoms”.

According to the interviews, playing meant much to the students, despite any difficulties that may arise. Most important was the teacher’s role as motivator and learning facilitator, and above all as an adult willing to encounter them in their ongoing life situation. This study also yielded a collection of teaching methods that can be used to teach all kinds of pupils.

The findings indicate, that children with learning difficulties can learn to play piano, if they are taught as an individual, seeking the most appropriate method. By giving up the tradition of high achievement the unique Finnish Music Institute system can become more equal, and give opportunities to every student to find their own voice and enjoy their skills. We can have it all: our great tradition and its achievements and happy students.

Spatial injustice in the Danish vocational education system: the effects of education-induced mobility imperatives on socio-spatially differentiated opportunity structures.

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During the past 25 years, the Danish education system has undergone widespread centralisation processes at all levels (Andersen, 2017), increasing the demand on students to be mobile in order to partake in education opportunities. This is particularly true for students from rural areas (Bæck, 2015), indicating that education opportunity structures are spatially unjust.

Hitherto, most studies on education-induced mobility demands have been based on generic transition processes into higher education, i.e. understood as general processes of urbanisation for young people seeking higher education. These studies are not able to discern social mobility from geographical mobility dynamics. There is, therefore, a need for studying specific education systems and their specific mobility demands in relation to spatially differentiated education opportunities.

The Vocational education and training system (VET) in Denmark is extremely spatially complex and demands students to be highly mobile in order to complete a VET degree. It is unclear what the effects of spatial complexity and high mobility demands is on VET students from rural areas and their education completion. The central research questions in this paper are thus: 1) what mobility imperatives are generated by the spatial provision structures of the VET system? 2) How are education-embedded mobility imperatives negotiated by young VET students? 3) What are the effects of mobility demands on young VET students' education opportunities and how do they intersect with other elements such as gender and social class in generating (unequal) education opportunity structures?

The overall objective of this paper is to promote attention to spatial inequalities in education research. It is framed by theories on the role of uneven education distribution patterns on social and spatial patterns of inequality (Corbett, 2007; Bæck, 2015; Larsen, 2017).

The paper is primarily based on an analysis of 23 education transition biographies among young VET students who have grown up in rural Denmark. The method of education transition biographies is based on the concept of bounded agency (Evans, 2007) in education transition processes.

The study indicated that complex spatial patterns in the VET system makes demands on young students to display high levels of both spatial and vocational orientation and mobility capacities. Different students negotiate mobility demands in various ways, based on differentiated orientation preferences, which they display at key transition points in the VET system. Further analyses showed that the students who are most spatially challenged tend to have parents who are marginalised on the labour market and therefore cannot provide vocational socialisation support in the home. The result is socio-spatially uneven patterns of exclusion and inclusion that exacerbate unequal social opportunity structures. The paper concludes by providing policy suggestions to promote higher spatial justice in the Danish VET system.

Statistical messages in Chile's presidential campaign as a concern for mathematics education

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In Chile, mandatory secondary education has as one of its main purposes the preparation of future adults for responsible and critical citizenship. In this paper, considering the equal right to vote for citizens as a matter of social justice, my objective is to address the role of statistical messages in the latest Chilean presidential campaign. Drawing upon the framework of critical mathematics education research, I analyse illustrative cases of the formatting power of statistics in the presidential election, and perform a preliminary analysis of classroom situations that involve such authentic cases. The research question to be addressed is: How do 12th grade students handle statistical messages from a recent political campaign in the mathematics class environment?

Statistics is not merely a set of mathematical notions and procedures in contexts. The history of its development takes into account the collection of data in matters concerned by the States, as a means for decision making and comparison. It is this historical context which led to the coining of the German word *Statistik*, translated in as "political arithmetic" in English. Put into context, State political concerns and statistical information are notions that go together. This arithmetic serves to validate political opinions. According to Skovsmose and Valero (2012), the relationship between mathematics education and democracy is not trivial, and interactions in the classroom should be explored with significant contextual mathematical narratives in society. In particular, Sánchez and Blomhøj (2010) call for using the role of mathematics in politics in educational practices.

Chilean 12th grade mathematics current version of the curriculum expects students to critically evaluate statistical information extracted from the media. For this matter, I propose the use of examples from Chile's last presidential campaign regarding statistical messages in the classroom. They include presentation and inferences regarding crime rates, economic growth, national debt and electoral polls.

As a research method, the preliminary and a priori analyses of a didactical engineering are covered. Within this framework, and in collaboration with a Chilean teacher and researcher, a didactical design is proposed to have students discussing selected statistical messages in the context of the campaign.

For the analysis of the classroom activities, I propose a systematization of Ole Skovsmose's six entry points or worry questions that allow me to frame students' discussions as being part of a mathematical, technological or reflective knowing. As of the submission of this paper, the findings can only be stated as expected outcomes. In a general sense, the expectation is that students will try to evaluate the political statistics as mathematical or technological truths more spontaneously. With the intervention of the teacher, discussions will take the shape of reflective knowing of the formative power of mathematics in society.

Student influence as a practice of social justice? Students' opportunities to influence pedagogic practices in upper secondary schools in Iceland.

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The current educational landscape in Iceland and internationally signify elements of reforms directed towards individualised learning and progressive, learner centred pedagogic practices, in which student influence is emphasised more than before. While traditional pedagogic practices have been criticised for being designed for students from middle class backgrounds (e.g. Bernstein, 2000; Freire, 1970), increased student autonomy has also been problematized as being of benefit to a limited number of students (e.g. Rönnlund 2014; Sadovnik 1991).

This paper explores upper secondary school practices in Iceland and how students experience their opportunities to exert influence in their everyday schooling. Thus, the paper contributes to an understanding of what an emphasis on student influence entails for students and pedagogic practices. The research questions are: How are these ideas realised by students and teachers? What can students influence and how?

The questions above will be discussed by drawing on critical theories of social reproduction such as Basil Bernstein's (2000) theory of pedagogic discourse. Data from three individual data sets will be used to provide an important overview of the matter. Those include data from a research on upper secondary school practices in nine schools in Iceland, ethnographic data from one school, and interviews with returning-to-school students from one school. Altogether, the data consists of individual, pair or group interviews with students (N=101), individual interviews with teachers (N=22), participant observations from lessons (60 hours) along with field notes in which informal conversations and school settings with students and teachers are described. The data therefore includes both in-depth information while providing an important overview from nine different schools.

The findings indicate that notions of student influence, as presented in laws and curriculum, do not reach students as they did not view representative approaches as legitimate channels for influence. In general, the regulative discourse of the schools did not expect or encourage student influence in their everyday schooling. Furthermore, the natural science and the social science programmes, particularly in the more prestigious upper secondary schools, were identified as being strongly classified. That is reflected in strong framing of the pedagogic discourse within the natural science programme, creating possible roadblocks for students. Lastly, students' opportunities to influence their education are mostly based on their individual initiative and do not challenge traditional power structures in the social construction of the classroom, as it is easy for some students to exercise influence but more difficult for others.

Sustainability in the Curricula: A Three Country Policy Comparison

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The Nordic countries have a common policy regarding sustainability (Nordic Council of Ministers 2009, 2013). From an international perspective, sustainability has a strong position in early childhood education (ECEC) as well as in primary education policy.

The newest Finnish national curriculum for primary education from 2014 mentions the word 'sustainable' (in form of sustainable development, sustainable future, sustainable living, etc.) nearly 200 times (National board of Education, 2014). In the new early childhood education act (2015) and the core curricula for early childhood education and pre-primary education (2014 and 2016), sustainability is explicitly mentioned as a core value and sustainable lifestyle as a vital part of the everyday competence that all children should have the possibility to develop during their basic education. Has Finland now received curricula for early childhood and basic education that really will promote change and what is the situation in other Nordic countries?

This paper presents results of a study that examines how the recent national curricula in Sweden, Finland and Norway meet the Sustainable Development Goals 2030 (SDG 2030).

1. How do the national curricula in Sweden, Finland and Norway respond to the quest of sustainability?
2. In what way do these three curricula differ from or resemble each other when it comes to sustainability?
3. Which elements promote or prevent the implementation of the sustainability ambitions of the national curricula and thus also the SDG 2030 in various contexts?

This study is based on the reading of three national curricula. The method is comparative and employs a critical discourse analysis that concentrates on both the rhetoric and the content of the curricula, as well as what is explicitly stated and what is implied. In focus is if and how three Nordic curricula provide possibilities for the educators to implement the curricula in various societies and environments, and in different cultural, economic and political contexts.

An expected outcome of this particular study is that it shapes an interesting example on how national policy in form of curricula development takes into account the internationally formulated Sustainable Development Goals (SDG or Agenda 2030). In Finland there are multiple studies showing that sustainability is frequently neglected in education (Hofman, 2012; Wolff, Sjöblom, Hofman & Palmberg, 2017; Furu, Wolff & Suomela, forthcoming, 2018). This current study provides the basis for a major research project aiming at new sustainability education theories and teaching tools for both pre-service and in-service teacher training.

Teaching girls and boys: addressing gender stereotypes in mathematics curriculum

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Gender in mathematics is perhaps the first to be established as a strong social justice movement (Atweh & Keitel, 2008). We agree with Cotton (2001), when he has said that social justice is about diversity or equity, but furthermore social justice is about power and control. Foucault's interest was to understand how discourses produce specific kinds of subjects and how forms of knowledge (including mathematics) influence ways of living in the world, through mechanisms of oppression that normalize practices and lead to a very specific form of being 'man' (Walshaw, 2016).

The present resume has the aim to present some of the results from one PhD's dissertation which aims to analyse gender issues in elementary school mathematics textbooks; and describing how the constitution of the subjects (students) occurs through gender's addressing.

We have analyzed one hundred and three elementary school mathematics textbooks to achieve our aim. The focus of analysis was the images contained in the activities. The problematization (Foucault, 1982) of these images were made through discourse analysis (Foucault, 1972), in a Foucauldian perspective, constitution of the subjects (Foucault, 1982), representation (Hall, 2016), and gender (Butler, 2016). Mathematics' tasks about measures and operations with fractions indicate stereotyped representations of women linked to family and household chores. Women's roles are linked to the purchase of clothes and household furniture, washing dishes, cooking, sewing, going to the supermarket, the fair and the bakery, while the male's images are linked to family support and he has worked outside the home.

The analyses have showed that there are many characteristics and that the teaching proposed by textbooks goes beyond mathematics, normalizing conducts (Foucault, 1977) of the students.

We hope that this research contributes to social justice materialized in the representations of masculine and feminine in mathematic textbooks and that is the order of discourse of our society.

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Tendering based procurement and municipal adult education in Sweden

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What happens to education, when private companies become involved in public education? Sweden is often cited as having a heavily marketised educational system, with a significant part of the students attending schools run by private providers – both for-profit and non-profit. However, much of the research investigating marketization in education looks at the primary and upper secondary school systems, neglecting that Sweden has other public education systems as well, such as that used for municipal adult education (MAE). Where other school systems are often built on the student's free choice, state policy puts the right and responsibility to organise and provide MAE into the hands of each municipality. Since the late 90's municipalities have the option to contract private providers to supply MAE. Though there are municipalities that choose not to contract others, almost half of all students taking MAE courses in 2017 were studying with private providers. Different municipalities choose to interpret state policy differently and translate it into their own context in various ways. Tendering based procurement is the most common method of contracting providers for MAE, but there are differences in both form and terms for the procurement process itself.

In this paper, we present two MAE procurement examples from two different Swedish municipalities. We study how the procurement process is set up, what qualification and quality criteria are formulated, how these are weighted against price and what values are presented as desirable. By looking at the municipalities' evaluation of tenders, we analyse what values are reinforced in the actual turnout of the procurements. We discuss the implications of form and criteria, as the two case examples differ from one another in several aspects. Though contracting through tendering based procurement is used in both cases, the two municipalities make different choices resulting in different models of governing. One municipality pushes to create competition between providers by creating choice for its citizens, while the other uses private providers to do the work of "traditional" municipally run schools but at a lower cost. There are of course also similarities between the cases, e.g. the ability for municipalities to terminate or change contracts after as little as two years.

By looking in depth at the procurement process, its form and content, we make a case for a complex picture of marketization in education. We show that, the Swedish national policies for MAE organisation create a relatively free framework, allowing municipalities a relatively large action-space compared to other parts of the educational system, which in turn has consequences for each municipality's citizens. We argue that private companies becoming involved in public education is not the most crucial factor for its fate and future. Other factors, such as organisational system and the possibilities created by the frameworks in place, as well as what individual governing bodies do with them, are crucial for what the involvement of private providers in public education might mean.

The Ayllu, the Yupana, Social Justice and Mathematics Education

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In this presentation we intend to approach a conceptualization of Social Justice for reflecting on an ongoing mathematics education (ME) practice in the High-Andean communities of Perú (called "Ayllus" in quechua language). That ME practice is centered around a reinterpretation of the traditional "abacus" known as Yupana, which was the object of the recently finished PhD work of one of the authors of this presentation.

Although the incantation of Social Justice appears more and more often in the (mathematics) education research literature, it's not always easy to find clear conceptualizations. The usual meanings that confusingly appear attached to it revolve around issues of gender, ethnicity, social class, achievement, democratic access, development of a critical attitudes, etc.

The PhD research project of Herbert Apaza (Dissertation in July 2017, in Madrid), centered around the problematics of the High Andean communities on Perú, specifically in the mathematics education issues. Although he understood intuitively that these problematics were issues of Social Justice, the prevalent discourses and (non)definitions were somewhat non satisfying for addressing his particular research interest. The perennial low achievement in ME was just a symptom of a larger issue of cultural social injustice towards the High-Andean communities and the original cultures of South America in general.

For that reason, in his PhD work he underwent the analysis of different authors on the issue of Social Justice (Rawls, Taylor, Honneth, Fraser) and attempted an original conceptualization with the distinction and comparison of the Western rationality and world view from the Andean rationality and world view. For the latter distinction, he underwent the analysis of authors such as Mariátegui, Peña Cabrera and Estermann.

Gustavo Bruno, on his behalf, is also experiencing the situation of not finding clear or satisfying conceptualizations of Social Justice or of ME for Social Justice in his exploration of the subject, for his research interests. So, he is attempting to analyze the historical origins of the formula Social Justice, in the work of the jesuit priest Luiggi Taparelli (1793-1862), "Theoretical Treatise on Natural Law Based on Fact) (1840)", in the context of the XIX century Italian Risorgimento.

Although Taparelli's work was hugely influential in the emergence of what was latter called "Catholic Social Teaching" (as future pope Leo XIII was one of his students), his figure nowadays remains understudied. Authors such as Behr, Hittinger and Massa Pinto have addressed some of his original ideas, essential in his conceptualization of social justice: socialità (now called solidarity) and dritto ipotattico (now called subsidiarty principle). He also attempts to reconcile this approach to social justice to the somewhat diverging line of socio-political research in ME, centered in the developments of Valero, Pais, De Freitas, Straehler-Pohl, and many others.

We propose a dialogue and synthesis between our two approaches and, in Taparelli's spirit of "based on fact", refer the joint reflection and synthesis to the fruitful and ongoing developments of the experiences with the Yupana in the High Andean Ayllus.

The conception of political (in)justice for theorizing democratic education

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In this paper, I study democratic education from the standpoint of the philosophy of critical pedagogy. The aim is to develop a theoretical perspective that considers, how growth process towards democratic citizenship can be supported through democratic education. By democratic education, I refer to comprehensive approach in which structural-political and historical-cultural perspectives are considered, among those knowledges and skills as well as moral dispositions and emotions that can be seen worthwhile for future citizens in global times. My point of departure is that philosophical reformulation, and theoretical reconstruction of key concepts is necessary if critical pedagogy is to advance democratic education. Hence, I complement critical pedagogy with recent political theory. The paper focuses on the question, how the notion of justice can be construed by combining Carlos Torres's critical educational theory, and feminist-political theories of justice, and how this concept contributes to democratic education?

Justice is an essential concept for the theory of education as well as for educational policies and practices of schooling, but no common understanding on how the concept of justice could, or should be interpreted and translated into educational praxis exists. Unifying element for critical pedagogues is a commitment to democratization and social transformation towards social justice, as well as struggle against present injustices. However, the philosophy of critical pedagogy is not founded on philosophical tradition of theories of justice. The substantive meaning of justice as well as the consequences of alternative conceptions of justice is left to little consideration.

I scrutinize the conception of justice within the context of Torres's critical educational philosophy which is a critical modernist framework grounded in theories of the state, and perspective of class, race and gender. Secondly, I complement it with recent feminist-political theories of justice. By doing so, I construe a robust concept of political (in)justice, that is theoretically congruent with basic assumptions of critical and feminist pedagogies. For both, a notion of injustice must be the starting point for all analyzes on social justice. As a wider research question, I ask what is the relevance of Carlos Torres's critical educational theory for democratic education, and how the recent political theory contributes to the philosophy of critical pedagogy and democratic education?

As method, I apply a philosophical approach which provides means for critical examination of the theoretical premises and groundings of contemporary theories. Philosophical analysis means here studying characteristics of theories through philosophical conceptual analysis, reconstruction, and analyzing their presumptions, and argumentative basis.

My research aims to increase the understanding of present theoretical challenges, and societal tasks of democratic education. With the expected outcomes I seek to formulate one possible concept of justice which could inform democratic education today. It is structural-procedural concept of justice in which the political, and power with its multiple forms plays a central role. The concept sets the focus on issues of justification and legitimation. The results will also create connections between critical pedagogy and recent political theory.

The inclusive role of upper secondary schools in Iceland in light of signals from the ministry and the university

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It is very clear that the political rhetoric expects upper secondary education in Iceland to serve all students. We examine this idea critically from three different perspectives and focus on how coherently this is signalled and understood by different structures and actors within the system. First, we shed light on how school leaders perceive this notion and consequently their role and agency when implementing it in the complex interaction with the Ministry Education, Science and Culture and the universities, mainly the University of Iceland. The findings are based on interviews from a comprehensive study on nine upper secondary schools in Iceland and we use interviews with 21 school in this paper. We also critically analysed relevant social structures controlling upper secondary education i.e., public documents such as rules, regulations and other working frameworks. The findings show complex patterns of interactions between the three actors, the Ministry of Education, Science and Culture, the university level, and the upper secondary schools as perceived by the school leaders.

We argue that the Ministry of Education, Science and Culture seems to give a double message on freedom on one hand and control on the other, both of which relate in various ways to the feasibility of developing a school for all. Similarly, the university level gives contradictory signals. The long-term expansion of the unified tertiary system signals a propensity to serve a widening spectrum of students. However, that does not echo in the messages they send the schools which narrowly focus on academic standards and the status of certain subjects. This is signalled in various ways, with the consequences that other important subjects, supporting democratic environment in schools and students' diversity are not valued.

It is evident from the data that both macro actors apply institutionalised control over the upper secondary schools. The ministry reinforces the regulative pillars of institutions (Scott, 2014), with numerous rules and legislative frames slowing down certain processes of change in the schools. Some that serve inclusion and social justice. On the other hand, the university level reinforces the normative pillars of institutions (Scott, 2014) mainly by emphasising the academic subjects taught in upper secondary schools and inclination towards independently set entrance criteria, many of which seem to counter the strive towards inclusion at the upper secondary level. This provides a robust evidence as to how the universities (or the University of Iceland) reinforce solid institutional control when it comes to the status and content of academic subjects. The findings show clearly that the formal role and authority of school leaders and their independence, often placed within an organisational control in schools, with reference to issues such as inclusion and social justice more generally, is of paramount importance to fully take into account all of the regulative and normative institutional constraints operating.

The pleurers and perils of privilege – Men on prestigious higher education programmes

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This paper presents the general results of a three-year project "Staging the Successful Student in Higher Education: A comparative study of men, masculinities, and self-worth protecting strategies in competitive contexts". The project seeks to complement existing insights about inequalities in education and masculinities in higher education by examining men students' experiences in programmes which are known for being very demanding academically, and which recruit high achievers from predominantly middle-class backgrounds. Our focus on middle-class men students' educational strategies, emotions and constructions of identities is informed by critical research on gender and class (e.g. Reay 2017; Power et al. 2003). As gender is relational we also include some discussion of femininities and gender. We seek to develop understandings about inequality by examining a privileged group of men on their way to influential professions. We examine how middle-class masculinities are enacted and reproduced on prestigious degree programmes, in particular in relation to conceptions of success and failure.

The study is comparative and the empirical material consist of qualitative individual and focus group interviews (approximately 150 interviewees) with staff and students at one Swedish and one English university on programs for law, medicine and (only in Sweden) engineering physics. Although increasing numbers of women have entered these programmes over the last few decades, all three professions remain associated with masculinity in a host of ways. The theoretical basis is sociological (especially on gendered and classed learner identities) and social-psychological (on self-worth protection), as well as gender theories (especially on men and masculinities).

Masculinities are shaped and negotiated in academic and extra-curricular contexts, and different study environments foster different professional student masculinities. In our research, dominant middle-class masculinity and proficiency were expressed differently in the different programmes and we consider how the study environments as well as programme specific extra-curricular activities on these three programmes contributed to shaping different kinds of professional masculinities.

In particular, we outline dominant and alternative constructions of success and failure in the different programme contexts. Informed by studies on academic and social 'success' (Francis et al. 2012) we examine how achievement was negotiated in relation to understandings of professional prospects, as well as characteristics such as popularity and living 'the good life'. We analyse the gendered and classed discourses of effort and ability that underpinned explanations for success, and conditions for attaining it (cf. Read 2017). Informed by sociological and social psychological research on gender and emotions (e.g. Leathwood and Hey 2010; Jackson 2010), we discuss how understandings of failure and its consequences varied between contexts, and how explanations for men students' failures often drew on popular discourses about masculinities in education.

There were some differences in the results between Sweden and England. Thus, the study also shows that the English research literature, even if it has been widely used even in this study, does not immediately translate into a Nordic context.

The role of teachers with a 'social justice agenda' in supporting moderately attaining students within England's marketised education system

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The impact of marketisation on English secondary education has been to intensify competition between schools for students. This is particularly the case for 16-18, or 'Sixth Form', education, with schools under pressure to attract students for the funding they carry. Many school sixth forms compete particularly strongly for high attainers whose attainment and progression to 'elite' universities promise to boost performance in school league tables. In some schools, the focus on high attainers and the status their attainment confers on schools has led to socially unjust practices.

An ESRC funded ethnographic study was carried out between 2014-2016 in two London schools, with the key question: 'Does support for university and/or alternatives to university choice-making differ for high and moderately attaining students and, if so, how?'. Data was collected through interviews with students and teachers, observation, and analysis of school marketing literature.

The research found a 'rationing' of resources, with both schools providing differentiated levels of support and advice for different attainment groups. This was particularly the case for levels of advice and guidance provided for students' post-school destinations. A disproportionate amount of resources, and particularly teacher time, was focused on high attaining students who aspired to prestigious universities. In some schools, it seemed that moderately attaining students – those of 'unspectacular', middling attainment - who aspired to less selective institutions, struggled to access advice and guidance for their university applications. Students who sought alternatives to university were found to be most disadvantaged of all groups. England does not have an independent careers service for young people. In 2011, careers advice became the responsibility of schools without extra funding or training for teachers (Chadderton, 2015). When numbers progressing to university serve as a valuable marketing resource for school sixth forms, there seems little incentive for schools to advise students about alternatives.

The research also uncovered a small number of teachers with a 'social justice agenda' (Oliver and Kettley, 2010) who were motivated to support moderately attaining students with their post-school aspirations. By offering time, encouragement and practical support, these teachers redressed the unequal distribution of school resources. A Bourdieusian framework was employed to help theorise teachers who took a more socially just approach to supporting students overlooked by schools. Such teachers possessed an ethical and political disposition integral to their teacher habitus, as well as enhanced types of cultural and social capital (Oliver and Kettley, 2010), all of which helped them to navigate the dominant discourses of their school. Described by students as exceptional, these teachers gave one to one support to students who aspired to 'ordinary' universities or an apprenticeship. In schools where 'an economy of student worth' (Ball et al, 1998) meant moderate attainers and their aspirations were of little value to school performance, exceptional teachers made moderately attaining students feel valued. Such teachers worked in ways which effected a 'bivalent' social justice (Fraser 1998). By offering advice and guidance to students, they addressed the maldistribution of school resources and recognised the aspirations of moderately attaining students.

The significance of professional justice in the classroom

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It has been established in the literature that teachers need to be the main agents for any reform to be successful in the classroom. The theoretical background for this paper are theories on teacher professionalism, their pedagogical rights (Bernstein, 2000) and teachers' role in carrying out social justice in schools. Lallas (2007) has suggested that teachers are the main agents of social justice in schools as they have the ultimate responsibility for navigating the curriculum and instruction with their students in the classroom. Fostering social justice in the classroom has to start with teachers who experience and enjoy professional justice in their work culture. Professional justice is manifested through teachers' autonomy, ownership and agency over the curriculum they are expected to implement (Pearson and Moomaw, 2005). Teachers need to enjoy professional justice to have the incentive and motivation to practice social justice. This paper draws on a larger research project (2013–2018) on teaching practices in upper secondary schools in Iceland. The main aim is to provide insight into teachers' attitudes and feelings in times of curriculum reform and to understand what effect it has on teachers' work whether they feel that they experience professional justice. Data were collected from about one third of all upper secondary schools in Iceland, rendering a national picture adding to the uniqueness of the study nationally as well as internationally. The data on which this paper is based are interviews with 17 teachers in academic subjects in upper secondary schools in Iceland. The upper secondary schools were at the time of data collection in a transition from adhering to a conventional top-down curriculum to a new curriculum which advocated major changes in work procedure as well as ideology. One of those changes which can be interpreted from the curriculum guide is that educational authorities are keen to promote justice in schools. Authorities encourage close cooperation "with those who are the mainstay of the work carried out in schools" (National Curriculum, 2011). This paper will illustrate how teachers teaching academic subjects interpret this close cooperation; how they perceive as professionals whether they are enjoying professional justice i.e. if they indeed perceive they have the motivation, power and agency to exercise this proposed mandate and what effect their experience has on their willingness and capacity to implement the new curriculum. The following research questions were developed:

1. How do the teachers define their power and agency to implement the new curriculum?
2. What opportunities, if any, do teachers see in the new curriculum for them and their students?
3. What obstacles if any do teachers perceive in implementing the new curriculum?

The main findings show that it may have a defining effect on the successful enactment of the curriculum reform promoting social justice whether teachers experience professional justice; are trusted to make independent choices and to engage in autonomous actions.

Time Space Paths in Alternative Educational Settings: A Comparative Analysis of Finland and Australia

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We will use the concept of time space paths (Gordon, Holland and Lahelma, 2000) to explore how young people negotiate manageable educational pathways and experience educational success in alternative settings. Gordon et al (2000) explore the impact of tight time space paths in mainstream school settings on young people's attitudes to and success in negotiating school life. For many young people in alternative settings these tight time space paths (eg. attending school on time) led to their disengagement from mainstream school settings as the mainstream schools did not accommodate the lives and needs of these young people.

We will draw on two data sets from interviews with young people in alternative educational settings in Finland and Australia. The Finnish data consists of three group interviews with the staff as well as 23 biographical one-off interviews with 11 girls and 12 boys that were conducted during autumn 2008 in three Helsinki based special education programs targeted for 15 to 17 year olds. The Australian data consists of interviews with program personnel in seven program sites across regional and metropolitan areas in Victoria conducted in 2012. The data also includes seven biographical interviews conducted 3 times throughout the year (21 interviews in total) with five females and two males aged between 13 and 16 years in alternative education settings in metropolitan and regional areas in Victoria.

Gordon et al (2000) make the distinction in mainstream schools between official school (tight time space paths such as in class time with curriculum delivery) and informal school (loose time space paths such as during break time with socialising as the priority). Through the data we will explore how young people in alternative settings while expressing a like and need for the looser time space paths to accommodate their difficult life circumstances still need aspects of the tight time space path to experience educational success. The development of positive relationships (often through loose time space paths) is a key to keeping the young people engaged but the young people need more than this to experience educational success, something they have not been able to achieve in mainstream settings. We discuss therefore how the alternative educational settings provide a mixture of tight and loose time space paths that meet the life style needs of the young people and assist with providing them a successful renegotiated educational future.

Towards social justice through mathematics? Curriculum policy and processes of in(ex)clusion

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1. Objectives

Mathematics education has longed been linked with scientific progress and thus economic welfare for individuals and nations. More recently, the mathematics education of citizens is argued to be a promoter of diversity and equity to overcome social injustice. Building on Foucault's notion of governmentality, the mathematics curriculum can be as a technology of government in modern educational systems to achieve the fabrication of rational, scientific-minded citizens (Popkewitz, 1994). While appealing to the goodness and desire for mathematics, the mathematics curriculum also inserts children into a strong economic logic. Thus, operating inclusions and exclusions of different types of people according to how useful to current financial neoliberal rationalities (Valero, 2017).

The aim of this presentation is to show how mathematics curriculum in Sweden and Brazil have been part of the neoliberal agenda, with discourses that normalize conducts (Foucault, 1977). Through the comparative study of official curricular orientations and textbooks, we make evident the in(ex)clusions promoted in and through mathematics education.

2. Theoretical framework

The analysis builds on a perspective of policy as a technology of government (Valero & Knijnik, 2016), within a Foucauldian analytics of governmentality to describe the discourses (Foucault, 1972) that mobilize changes in curriculum texts and textbooks and that create notions of the mathematically competent citizen.

3. Methods and data sources

The analysis is carried out on the subject matter curricular policies in the two countries, and in key selected textbooks. The analysis is comparative to highlight the similarities and differences in which these constructions take place in each country.

4. Results

The statements that are part of mathematics curriculum discourse are identified. These include elements about the function of mathematics in society, and elements of the types of qualities that mathematical competence should offer to children and citizens, such as competition, flexibility and effectiveness. This research raises a concern about the types of subjectivities that are effected and which are made desirable and included, and which set aside within a neoliberal logic. Mathematics is a powerful instrument that, unfortunately, seems to push us away from the ideal of social justice.

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What choices to students labeled with intellectual disability have when choosing an upper secondary school in Iceland?

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Choosing an upper secondary school can be considered a major milestone in the lives of young people. Icelandic students finish their compulsory education at the age of 16, after that most students enroll into upper secondary schools. The role of Icelandic upper secondary school is to promote the comprehensive development of all students and their active participation in a democratic society by offering each student a suitable education. Even though inclusion is the official school policy in Iceland, students labelled with intellectual disabilities do not get an opportunity to apply for education in the mainstream since they are expected to apply for segregated programs, specially designed for intellectually disabled students. Completion of studies on the upper secondary level is based on certain qualification levels. The qualification levels are four, the first level applying to compulsory school level as well as certain programs on the upper secondary school level, such as study programs for disabled students. Key competence is emphasized in the description of these levels, which form the framework for the different requirements that students are supposed to have achieved at the time of graduation. According to the Icelandic National Curriculum, competence is not only based on knowledge and skills, it also incorporates attitudes and moral strength, feelings and social skills. This qualitative study, that is situated within the Disability Studies in Education paradigm, investigated the choice process and the choices students labelled as intellectually disabled have. We will question, making use of the process that these youngsters follow, how such a program can be envisioned as part of inclusion and social justice. Data was collected through interviews with students, parents and school administrators for each of the four cases presented. Preliminary findings indicate limited choices, which can partially be traced to the emphasis on medical diagnosis of students and the admission criteria that each program sets for itself. Moreover, even though the qualification levels signal presumed competence they also, conversely, suggest presumed incompetence.

What does research tell us on the interrelation between justice, sustainability and teacher education?

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Justice issues are highly crucial and should be taken into consideration in order to stimulate social sustainable development in society (McKenzie, 2004; Ketschau 2015).

At the same time previous research indicates that institutions of teacher education are an important arena for preparing future educators to create deep understanding and help address justice issues in social sustainable development within every day practice and on structural levels (McDonald, 2005; Apple, 2011; Kaur, 2012).

In order, to develop new knowledge about the interrelation between justice, sustainable development and teacher education this contribution introduces a research overview about how justice issues are understood in peer review articles on social sustainability in teacher education.

Fraser's three-dimensional conception of justice based on the interrelation between the redistribution economic resources, the recognition of cultural differences and the political representation of different groups in society (1995; 1997; 2000; 2010) is used as theoretical starting point for the study.

Quantitative and qualitative thematic text analysis of peer review articles published in scientific journals in ERIC (Education Resources Information Center), Web of Science Core Collection and Scopus databases is used as methodology. The concepts "sustainability", "sustainable development", "justice" and "teacher education" are used as keywords for the selection of the articles in these databases. Only articles published in English, Swedish, Spanish or French during the period 2015-2017 are selected. Based on Fraser's three justice dimensions, the reading of the data focuses on:

- How justice issues are conceptualized in the selected articles?
- Which research methodologies are used to study justice the selected articles?

Focusing on Fraser's theory of justice, the research review introduced in this paper contributes to develop new theoretical starting points for the study of sustainable development in teacher education. The findings contribute to new insights in how the relationship between following fields of research can be grasped: Sustainable development (SD); Education in Sustainable Education (ESD), Research on Justice in Education and Research on Teacher Education

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What's a democratic practice? Social representations of democratic teaching practices in an international online professional community of education professionals.

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Title

What's a democratic practice? Social representations of democratic teaching practices in an international online professional community of education professionals.

Objectives

This paper aims to analyse the content of the conversation (Laurillard, 2002) between teachers and facilitators engaged in an online professional learning community, within a European teacher education programme. It is based on the intention to empower education professionals (from 49 countries) to contribute to constructing a more humane, inclusive Europe, specifically to encourage teachers to develop democratic participation, respect for diversity and enhanced social cohesion (CoE, 2016) through their practice. It focuses on how educators discuss inclusive, democratic practice, through their effort to develop their ability to explore, take risks, try out, and evaluate new actions in the classroom. It aims to inform about intercultural dimensions of teachers' understanding of what constitutes teacher democratic educational practice for social justice.

Theoretical framework

We situate the study in a perspective of social learning in digital contexts. Members share, through the daily workings on the platform, stories of what happens in the classroom, "transforming the training into informed and competent actions through their practice" (Mompoin-Gaillard & Rajić, 2014). Importantly, they get feedback from their competent peers and from facilitators: the individual creativity of teachers is called upon to explore how they may sustain social justice through their practice of teaching. The conversation engages members on the level of beliefs and values, where teachers become critically reflective, learning from experience (Riel & Polin, 2004), questioning the social circumstances in which new practice occurs as a result of their personal action. For example, it features instances where teachers experience themselves as living contradictions when their values are denied in their practice (Whitehead, 1989; Whitehead & MacNiff, 2006) often under the combined effects of institutional pressures, and/or deeply seated, unconscious beliefs (Harris & Lázár, 2011).

Method

The paper offers content analysis of transcripts of the conversation. Main themes relevant to intercultural dimensions of teachers' representations of what constitutes democratic educational practice for social justice will be extracted and analysed to give insight on the relevance of teachers' professional learning and development in international online contexts.

The focus of this research is the unfolding of representations of 'democratic practice' and social justice.

We also ask:

- What are the intercultural dimensions observed in the conversation between European teachers within the online community?
- How does the international, intercultural aspect of professional development enhance or impede teacher learning on the question of democratic educational practice?

Findings.

As the conversations involves many instances of negotiation of meanings and critical reflection, teachers' representations of democratic practices present themselves as multi-fold and evolving. By sharing stories of practice, resources and tools while expanding their activities, teachers may support the exploration of unconscious beliefs, feelings, thoughts and governing values to inform next practice. This is a delicate enterprise, often involving difficult knowledge, and the analysis of transcripts and critical incidents show that such self-critical reflection and negotiation of meaning can either hinder or support teacher exploration in different circumstances.

Where are we going, and how do we get there? Life course approach on immigrant-origin youths' educational and career aspirations

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According to an extensive body of research, contradictions and paradoxes characterise the schooling of immigrant-origin youth. Immigrant parents and their children are widely reported to hold positive attitudes towards education and high academic aspirations, despite various difficulties that immigrant-origin youth face within the educational system (Salikutluk, 2016; Fernández-Reino, 2016; Tjaden & Hunkler, 2017; Kao & Tienda, 1998, for instance).

According to Mickelson (1990), abstract attitudes are based on dominant ideals of education as a pathway to social mobility, whereas concrete attitudes are rooted in 'the different material realities that people experience', and are thus by nature class- and race specific (p. 46). The distinction between abstract and concrete attitudes or correspondingly, idealistic and realistic aspirations (Salikutluk, 2016; Fernández-Reino, 2016) offers a way to explore the seemingly paradoxical nature of immigrant-origin youth's educational aspirations.

We analyze immigrant-origin youth's abstract aspirations and concrete expectations concerning education and future employment, and examine their developments during upper secondary education. Drawing on life course approach, we aim to take into account the interrelation of institutional opportunity structures and biographical agency in explaining how the youth's aspirations and expectations evolve within, as well as shape, their educational trajectories during upper secondary education.

As a part of a 4-year follow-up study Transition and educational trajectories of immigrant youth (Transit), we pair thematic interviews from 2015 (9th grade, last year of comprehensive education) with follow-up interviews that will be conducted during the winter 2017 (3rd year in upper secondary education). With the qualitative longitudinal data, we are able to analyze the varieties of the youth's aspirations and expectations, as well as the institutional and biographical factors affecting these developments.

Based on our previous analysis (Kalalahti, Varjo & Jahnukainen 2017), we expect to find certain mismatch – often related to ethnicity – between the abstract occupational aspirations and the concrete educational expectations. We will elaborate the ways in which the young people have managed this inconsistency during the upper secondary education as a part of their educational life biographies.

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“Why no courses on bias-aware teaching?” An educational development response at a Danish university

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Research question

What can a Nordic university do to cultivate just, bias-aware teaching and assessment?

Objectives. Identify ways to raise university teacher awareness of how their unconscious bias can impair novelty and affect others. Provide relevant strategies and resources for reducing and mitigating bias in teaching and assessment. Evaluate the impact of awareness raising; strategies and resources on teaching and assessment practices.

Theoretical framework. Studies show that despite implementing protocols against biased and discriminatory practices, unconscious bias persists in recruitment (Rooth, 2010), assessment (Moss-Racusin et al., 2012), and students' evaluation of their teachers (MacNeill et al., 2014). As Kahneman (2011) shows, higher education practices remain susceptible to unconscious bias. This susceptibility to unconscious bias compromises just education in two ways: firstly, it unintentionally affects the choices and ambitions of others; secondly, it affects novelty, thereby missing creative opportunities for new knowledge. With these concerns in mind, we launched an educational development approach to raise university teachers' awareness of unconscious bias and to offer practical guidance on how to limit its impact.

Research Methods. Our research motivations, which are grounded in fostering 'bias-aware' teaching, have led us to practitioner action research (Baumfield et al., 2013). Since 2015 we have been experimenting with different pedagogic approaches including: external expert led-workshops; in-house workshops; an online Students as Learners module, which addresses unconscious bias; the development of an online resource entitled 'Unlimited Teaching and Learning' and class exercises. Participants' motivations for engaging with the workshops and module range from personal interest to external course requirements, engagement with the Students as Learners module is a Lecturer Training Programme requirement. Participants' qualitative evaluations of the workshops and module and our own evaluations inform an iterative action research cycle and identify alternative opportunities for disseminating awareness raising and practical guidance on unconscious bias and bias-aware teaching.

Expected Outcomes/Findings. In the knowledge that anti-discriminatory legislation is well-established in Nordic countries with equal opportunities, lifestyles and work practices often regarded as synonymous, we anticipated a low response to the workshops and limited reception to the module's focus on unconscious bias with 'irrelevance and non-scientific' being the primary reasons. Whilst the objective identification of a workshop's or module's concrete impact on teaching and assessment practices is beyond the scope of this practice-based project, we will share participants' feedback on their bias awareness and practices and emerging principles for cultivating just, bias-aware teaching and assessment in higher education.

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White staffrooms, rainbow classrooms: Norwegian racial-ethnic patterns in education system.

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By 2017, the 16.8 % of the Norwegian population had immigrant background (SSB, 2017). According to the Statistics Norway (SSB) (2016) this group (immigrants and their descendents) are good represented in higher education, particularly in postgraduate education at master level. For stance, the same report shows that, this group comprised 55% of pharmacy students, 32 % of the master of science students while masters in primary and junior schools teachers education was only 2% of the students. Masters in secondary school teachers was 4% with the exception of the Norwegian born with immigrant background who were equally represented as their counterparts Norwegians majorities' students.

Paradoxically, although acquiring education especially higher education seems to be the major ambition for this group, their engagement in shaping the education through teaching/education profession is quite low. In this conference, I wish to share and explore how social justice educational theories can work as tools for mapping the racial-ethnic patterns in the Norwegian education and their implication to the teaching profession