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ABSTRACTS

Abstracts in alphabetical order, according to the first presenting author

Paper presentations

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Árnadottir, Anna Kolbrún, University of Iceland and Anna Kristín Sigurðardóttir, Per-Åke Rosvall: How social capital is inevitable part of inclusion.

Keywords: Inclusion, social capital, compulsory school, students

General description on research questions, objectives and theoretical framework
The aims of this study are to highlight the academic and social status of students in inclusive schools from their own perspective and to identify how it might have an impact on their performance in learning social relations. The ideology of inclusion is founded on that inclusive school practices should be available to every student, everywhere and always. The whole school culture is underpinned by the acknowledgement that each and every student is entitled to fully participate in school activities. Social capital is a key element when connecting diversity in education and it is identified as an important element in relation to diversity. Social capital is inevitable between individuals within the inclusive school.

As stated in the Icelandic national curriculum guide for compulsory schools teachers should teach students to be responsible for their studies and that is why it is important to view whether and how students in compulsory schools have influence on their own learning structure and social position in inclusive settings. Findings from recent studies on Icelandic schools indicate that teachers are doing little to create opportunities for students to select their tasks and make decisions concerning their studies.

Methods/methodology
The focus is especially on how pedagogic practices is organized in peer and teacher relations so students can be active participants(or not)in school activities. And in order to understand students' attitudes towards learning it is important to listen to their voices, how they understand their own reality in inclusive school what opportunities and what obstacles they see for full involvement in school.

It is a case study focusing on the individual in social context. Data are collected in one compulsory school in Iceland by classroom observation, interviews with teachers' students and parents. The focus is on three 13 years old students and their environment in the school. They were selected out of seven classroom observations as they seemed not to cope very well. The intention is to capture the whole picture of their school life and as such gain understanding of if and how different school processes are successful or not.

Expected outcomes/results
This study is a work in progress and it is expected that results could provide some insight into how it could benefit students to be active participants in school activities, in that way that it strengthens their social relations and creates good conditions for learning in distinct ways. It is also intended to raise imperative questions for further investigation into inclusive schools' practices.

Bjornsdottir, Amalia, University of Iceland: Attitudes of students in Faroe Islands and Iceland towards inclusion

Keywords: attitudes, inclusion, individualized learning

General description on research questions, objectives and theoretical framework
As in many European countries it has been recognized in Iceland that mainstream (neighborhood) schools should be the first choice for students with special educational needs. The Compulsory School Act (CSA)

(Menntamálaráðuneytið, 2008) stipulates that all students should receive 10 years of compulsory schooling and that all students should attend mainstream schools. The emphasis on mainstream schooling for all children is not as strong in Faroe Islands and children with special needs are required to attend special schools if their educational needs cannot been meet in their neighborhood school (Løgtingslóg um serskúla nr. 50/2005). In 2008, a group of Icelandic researchers started a multidisciplinary project called Teaching and Learning in Icelandic Schools. The aim of the study was to contribute to the body of knowledge on teaching and learning in Icelandic schools with emphasis on attitudes of school staff, parents and students towards individualised/co-operative learning and inclusive education initiatives. Survey from the Icelandic study was translated into Faroese and data were collected. In this paper I will compare the attitudes of students in Iceland and Faroe Islands to see if different policies influence attitudes.

Methods/methodology
An online survey was presented to students in grades 9 and 10 (ages 14 and 15) in 14 schools in Iceland in the fall of 2010 (N = 952). The schools were selected by stratified random sampling. In 2012, a survey from the Icelandic study was translated

into Faroese. The Faroese data included responses from 1,222 students (ages 14 and 15, grades 8 and 9) from all the schools with students in that age group in the Faroe Islands and was collected in the fall of 2012. The students answered the survey at school in similar settings in both countries. The survey included questions about school practices and attitudes towards school, with special emphasis on the development of co-operative learning and inclusive education initiatives.

Expected outcomes/results
The results show some differences in attitudes between the countries; for example, students in the Faroe Islands are more interested in their studies than students in Iceland, but they are less likely to say that they enjoy school. The Icelandic students are more likely to think that students with intellectual disabilities should attend regular schools rather than special schools. In most cases, the differences between schools within each country are much greater than the differences between the two countries. In the result I will also explore what factors in the students' background (for example age and how they see themselves as students) are related to their attitudes toward inclusion.

von **Brömssen**, Kerstin, University West, Sweden: Young students memory and reflections on the 22/7 2011 terror attacks in Norway

Keywords: critical events, extremism, the "dark Internet", Islamophobia, multiculturalism

General description on research questions, objectives and theoretical framework
Right before the critical events in Oslo and on Utøya in Norway 22/7, 2011 Anders Behring Breivik electronically distributed a compendium comprising his far-right militant ideology encompassing Islamophobia, support for far-right Zionism and opposition to multiculturalism and feminism. The text can be found on the Internet, as well as thousands of others texts profiling the same right-wing ideology. Hence some researchers talk about "the dark Internet".

Methods/methodology
This paper discusses findings based on focus-groups interviews with young people (age 18-23) in Sweden and Norway. Focus of the interviews are on the remembrance of the terror attacks, but also with a special focus on the young peoples' knowledge and possible reactions when confronting messages like those Anders B Breivik expressed. Where do young people meet such messages today and how do they react when meeting them? Moreover, do the young people remember teaching and discussions in school

concerning the terror attacks in Norway, and ultimately teaching concerning Islamophobia and right-wing contemporary ideologies?

Expected outcomes/results
This research will have implications for understanding young peoples' reflections on the use of the Internet and on education in a broad sense concerning right wing ideologies in Nordic societies.

Carlson, Marie, University of Gothenburg, Dept of Sociology: Multilingualism in teacher education – a missing perspective in Sweden

Keywords: Teacher education, multilingualism, missing perspective, inclusion/exclusion

General description on research questions, objectives and theoretical framework
This contribution is mainly based on a substudy of a larger project on "Teacher Education in 'Multicultural' Sweden – Gender, class and ethnicity in comparative perspective" (funded by the Swedish Research Council). Questions were asked about how student teachers are prepared for work/employment in an educational system characterized by pluralism in terms of multilingualism and a second-language perspective. Is a multilingual perspective presented in teacher education as a competence for some or for all? The material is interpreted primarily from a discourse analytical reading of the spoken and written about and in the education. Dominant patterns of thought and systematic recurring notions and concepts are addressed in the analysis.

Methods/methodology
Fieldwork was conducted in the substudy within teacher education in several places. I participated in various courses - from the first semester with a beginners until the completed teacher in examinations and as interlocutors in an interview. The empirical material consists of field notes, interview data and a variety of written sources, assessments, curriculum, policy documents and examination work. In the contribution here on multilingualism and second language perspective is also used the data from interviews with representatives for Swedish language/ Swedish as a second language at a total of eight different higher education institutions.

Expected outcomes/results
The result is fairly meagre as regards multilingualism. This also tells something more general about how issues pertaining to language and pluralism are regarded. Perspectives on multilingualism and second language acquisition (if and when they are mentioned) are often related to "the Others" and to a "deficiency perspective". These topics are dealt with in the first part of the contribution. In next section discussing multilingualism, even regarded as an asset, we encounter actors mostly within the field of linguistics struggling for their perspective. Didactic aspects as well as questions of identity are highlighted. The contribution ends with a more comprehensive discussion on multilingualism, second-language perspective and governance/policy documents. A discussion related to marginalization and inclusion/exclusion. Teacher education in 'multicultural' Sweden appears to be fairly national(ist), in spite of recurring talk about increasing globalization and internationalization. Multilingualism and intercultural education as part of a democratic process is conspicuous by its absence.

Dovemark, Marianne, Dep. of education and Special education, University of Gothenburg and Inger Erixon Arreman, Umeå University: The Swedish school market and the exchange value of Introductory Programme students

General description on research questions, objectives and theoretical framework

Sweden has nowadays one of the world's most liberal school systems when it comes to market solutions. Values from the private sector have been established. Free school choice and a voucher that follows the student is deeply established ideas within the Swedish school organisation. All schools, public as well as independent, are to some extent market oriented, whether they want it or not. The survival of schools and programs simply assumes activity in the market, such as a proactive marketing. The upper secondary school sector is the most affected and today almost all schools, public as well as independent, compete with each other over students, teachers and reputation. As information about schools' performance and quality is regularly published in various tables and ranking lists, the pressure for schools to improve students' grades has increased. Consequently, students deemed likely to enhance schools' rankings tend to be more valued and attractive than others. They are, as Ball (2004, 24) puts it: 'producers of the exchange value of the institution'. Furthermore, there is a reciprocal relationship between a school's status and the social status of its students, i.e. student identities are reflected in the institution and the institution is reflected in its student identities (Reay, David, and Ball 2005). The aim of the paper is to shed light on the Introductory programmes and their students exchange value on the school market. The Introductory programme is the third largest upper secondary programme in Sweden with about 40 000 students. How do the programme marketize itself? We examine through a Bernsteinian lens how the Introductory programme promote itself; what identities are being called for and how these identities are expressed. Moreover the paper intends to study how these identities are reflected in studied school actors and how they can be understood in relation to the labour market. What kind of exchange value is constructed round students at the Introductory programme?

Methods/methodology

We have analyzed texts from various kinds of marketing materials, including websites and prospectuses of the schools. The empirical data also include interviews with various school actors. In addition, we attended and recorded observations at open houses and school fairs.

Expected outcomes/results

Our findings indicate a strong differentiated market-oriented education system, mediated not only through distinctions in courses and programmes, but also through schools creating highly specific niches and targeting specific students with different exchange value on the market. According to students at IM they seemed to be marginalized with low exchange value on the school market and hence low status. The study is part of a larger ongoing research project "Competitive and inclusive? Working in the intersection between social inclusion and marketization in upper secondary school", financed by the Swedish Research Council (2011-2015).

From, Tuuli, University of Helsinki: Images of language and space: Visual ethnography in a bilingual school environment in Finland and Sweden

Keywords: visual methods, ethnography, space, language

General description on research questions, objectives and theoretical framework

This paper will discuss the findings of an ethnographic fieldwork, where visual methods were used in order to analyse the construction of difference related to language, ethnicity and social class in a bilingual school space in Finland and Sweden. According to the Finnish constitution, the two official language groups should be taught separately. Spatial separation has been a strong premise while discussing the education for the Swedish-speaking minority. Currently, there are approximately 35–45 monolingual Finnish- and Swedish-medium schools co-located in the same school buildings, functioning as separate units. In Sweden the children with a Finnish background are entitled to receive education in partly or fully in Finnish. However, Sweden has been accused for mistreating its minority languages, including Finnish, particularly in the context of education.

Everyday life at school is strongly regulated by practices related to space and time. Influenced by feminist and post-structural theories, space is seen as constructed through discursive and material practices and continuously reconstructed within the material conditions, institutional practices as well as the social hierarchies of the school.

Methods/methodology

As a part of an ethnographic fieldwork conducted in two school bilingual school environments in Finland and Sweden the pupils were asked to photograph their school day outside the formal classes. The photos were discussed with the pupils in photo-elicitation interviews, a method central to participatory visual methods.

Expected outcomes/results

The application of participatory photography has turned out useful in studying the pupils use and sense of the shared school space. The children's photos narrated everyday life at school from different perspectives: spatial practices, the possession of school space and symbolism related to belonging were represented in the photos. However, this paper will also critically discuss the potential of visual methods in analysing difference-making related to language, ethnicity and social class. Moreover, epistemological questions related to participatory visual methods will be critically examined in terms of representation and the construction of knowledge and power relations within ethnographic research settings.

Gunnthorsdottir, Hermina, University of Akureyri, Iceland: Exclusion in inclusive schools?

Keywords: Inclusive education, exclsuion, education policy, teaching practices

General description on research questions, objectives and theoretical framework

Inclusive education is an issue which has attracted relatively strong attention during the past twenty years, both regarding policy and practice, especially after the release of the United Nations' so-called Salamanca Statement (UNESCO, 1994). While the premise of inclusive education relates to human rights, this issue is, nevertheless, also a matter of controversy among researchers and teachers alike (Allan, 2008; Jóhannesson, 2006; Jónsson, 2011; Kozleski, Artiles and Waitoller, 2011; Slee, 2011). The piece of work introduced is about inclusive education in two European countries. The study is framed within an interpretive paradigm, informed by the theoretical perspectives of social constructionism and post-structuralism (Berger and Luckman, 1966; Bogdan and Biklen 2003; Ferguson and Ferguson, 1995; Foucault, 1979).

The main research question for the overall project is: How do teachers construct their meaning and knowledge about their concepts and understanding on inclusive education? The findings were introduced by three themes, each of which was given an "independent life" in a relevant book chapter and journal articles. In this paper I will focus on a common thread that was detected in the overall findings – in all themes –that is, the notion of exclusion. Inclusion is a multiple, complex and multi-layered concept. The same principles apply to the concept of exclusion (Slee, 2011) which is an indispensable adjunct when exploring inclusion (Hjörne and Säljö, 2004)

Methods/methodology
This qualitative research is based on several sets of data collected in Iceland and the Netherlands. Semi-structured interviews were taken with fourteen teachers and teaching logs kept by eight of the fourteen teachers about one or two students in their classrooms identified with special needs. Four head teachers were interviewed once in order to learn about their ideas regarding their own and the teachers' roles in the inclusionary process. Icelandic media articles (newspapers, and radio and television transcripts) on education were collected to cover the period of 16 months prior to and concurrent with the research interviews, in order to identify public views on education and to locate teachers' discourse within the social, cultural and public context. Finally, policy documents on Icelandic education were analysed

Expected outcomes/results
The findings indicate how both the structure of a school system and teachers' attitudes create a space/scope for exclusionary thinking and practices which then affect and hinder students' opportunities to education. The findings will be discussed according to following themes:
• A space for exclusive thinking and practices
• Internal exclusion
• Who defines and decides?
• Access alone is a fake

The findings show that within an education system which, according to law and curriculum, presents inclusion as its main value and ideology, internal exclusion exists in various forms. These varying manifestations of internal exclusion appear both because of contradictions in policy and as a result of teachers' practices. A solution of this problem is not suggested here, although the findings reveal certain possibilities. Further research is needed at all levels, from policy to practice.

Gurova, Galina, University of Tampere: "Access to quality education": how school quality evaluation policies affect social justice
Keywords: evaluation, school quality, access

General description on research questions, objectives and theoretical framework
Social polarization has been rapidly growing in modern Russia, and currently represents a major challenge for Russian education policy. A recently introduced quality evaluation and assurance policy in education claims "promoting equal access to high quality education" as its major goal. I aim to demonstrate how this policy gets interpreted on the municipal and school levels, and to uncover the effects of new quality evaluation practices on social justice in Russian schools.

Evaluation and performance measurement practices have become pervasive in education across the globe, creating a specific context for teaching and learning, and influencing the equality of opportunities for students in multiple ways. Evaluation acts as a primary tool of new public management, as it enables governing through setting outcomes and creating incentives, ensures accountability of schools to the public, and empowers certain categories of 'consumers'. Tied to such quality assurance policies as performance-based payment and per capita funding (especially when combined with free choice of

schools), evaluation engenders economically rational behavior of schools, teachers and parents, enhancing inequality of opportunities for students with different social-economic status. At the same time, it can support equality, steering all schools to follow the same standards set by the state.

Methods/methodology
Methodologically the study was based on ethnographic observation of two schools in the same locality in Russia, complemented with interviews and document analysis on national, regional and local level.

Expected outcomes/results
The preliminary analysis of the collected material has revealed that the local authorities interpret student educational achievement as the main indicator of school and teachers quality. Hence, schools put great efforts into ensuring good results of their students in national examinations. Their strategies include ability grouping of students, introduction of extra hours of study and paid-for classes for exam preparation, urging students to choose their examination subjects early, and raising barriers for admission to upper grades. The increasing emphasis on examinations also influences decision-making of students and parents, who avoid risks and opt for lower levels of education. I will discuss these effects in relation to existing studies of education inequality.

Hummelstedt-Djedou, Ida, University of Helsinki: Preparing to meet the challenging Other: The portrayal of multicultural education in Finnish teacher education
Keywords: multicultural education, teacher education, policy, othering

General description on research questions, objectives and theoretical framework
In recent decades efforts have been made to develop multicultural education in Finland in order to create equal opportunities for all pupils. Nevertheless, research from the past ten years shows how pupils with a linguistic or ethnic backgrounds different from the majority are discriminated in school. Therefore, it is important to look at what is actually done within multicultural and multilingual education - which is the aim of the MINTED (Multilingual and Intercultural Education in Sweden and Finland) project. The theoretical framework of the study is postcolonial theory and critical multicultural education. The project encompasses all levels from national curricula to teacher education to school practice. As a part of the project, this presentation investigates the discourse on multicultural education in teacher education in Finland. In Finnish educational settings the concept multicultural education seems to be more common than intercultural education, and it is therefore used in this particular presentation.

Methods/methodology
Critical discourse analysis is used as the research method. The material consists of policy documents of all eight primary teacher education programs in Finland, including strategy documents such as faculty strategies and visions, program and course descriptions, as well as course literature. The texts studied comprised the obligatory courses for future primary school teachers, including the set of obligatory electives and the optional courses in the field of multicultural and global education. To capture all perspectives of multicultural education, everything in the documents concerning multiculturalism, interculturality and pluralism is taken into account. Different intersections of interculturality, such as ethnicity, gender, class, religion, language and sexual identification, are identified for both explicit and implicit representations in the texts.

Expected outcomes/results
According to the preliminary results, essentialist and othering discourses are apparent within the themes of multiculturalism and culture in the teacher education policy documents. Multiculturalism is mostly

described narrowly as a challenge brought on by immigration, and multicultural education as when "we westerners" learn how to handle the cultures of "others". Only a few examples of challenging existing norms and unequal power relations are present, and these are often in elective courses. While the national core curriculum from 2014 describes diversity as something we are all a part of, teacher education policies still seem to see it as coming from the outside. If Finnish teacher education wants to be in the forefront of multicultural education, measures need to be taken. A start for this would be a norm critical approach where existing power relations, privileges and the division into "us" and "them" are problematized, in order to promote social justice.

Isopahkala-Bouret, Ulpukka, University of Helsinki, and Sonja Kosunen, University of Helsinki: Theoretical framing of reputational status hierarchies in the Higher Education

Keywords: higher education, status hierarchies, reputation

General description on research questions, objectives and theoretical framework
Isopahkala-Bouret (2015; under review) has explained the contested nature of emerging status hierarchies by educational credentialing and positional conflict theories (Brown 2001; Brown et al. 2011), which highlights the cultural and political aspects of degrees and explain how education operates by creating social status. First, the status of different credentials is relative and depends on the overall educational level of the population. Moreover, the status of educational credentials is related to the prestige of student's educational affiliations. Competition among universities shapes the value of degrees and influences the choices of individual graduates in the labour market. The institution that has more credibility in the recruitment has managed to establish a reputation for being superior in comparison with others. In the HE sector, the institutional reputation can be based on 'grapevine knowledge' - real or imagined league tables, personal, regional and professional networks, performance of past graduates and prejudice against new institutions (Morley & Aynsley 2007). Examining this phenomenon more closely is the core of this study.

Methods/methodology
The objective of this paper is to formulate a theoretical and methodological framework to investigate reputational status hierarchies in the higher education (HE) sector (Isopahkala-Bouret, under review; see also: Kosunen 2014; 2016) and to critique HE reforms that lead toward increased institutional hierarchies and social stratification along class lines and gender. Kosunen (2016; 2014) has developed a theory-driven methodological framework to analyse, how the reputations of different tracks in schools vary in cities and create symbolic hierarchies of institutions by means of their perceived exchange-value, social environment and pupils' contentment during their studies. In this study, we will extend and apply this framework to a national higher education market, and analyse how the relative status and prestige of different degrees are constructed in terms of symbolic hierarchies.

Expected outcomes/results
the framework of reputational status hierarchies

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Jóhannesson, Ingólfur Ásgeir, University of Iceland and Valgerður S. Bjarnadóttir, University of Iceland, Co-authors: Glenda McGregor, Griffith University & Martin Mills, University of Queensland: Re-entering College Preparatory Education: Is There a Socially Just Pedagogy at the Long Hill Upper Secondary School in Iceland?

Keywords: upper secondary schools, drop-out, socially just pedagogy

General description on research questions, objectives and theoretical framework

Dropout from upper secondary education in Iceland is higher than in the neighboring countries. One reason for the high dropout rate is attributed to the fact that most students enroll in an academic educational program rather than industry-vocational, technical, or short practical programs. We think differently, and argue that the situation of students who wish to re-enter academic education has been overlooked in previous research in Iceland and elsewhere.

We draw upon Michael Young's notion of 'powerful knowledge' and how it is disenfranchising and socially unjust to deny access to forms of knowledge that are available to more privileged classes in society. Raewyn Connell's concept of 'curricular justice' has also pre-empted our ideas, because it is unjust to stream certain groups of young people into certain pathways without giving them opportunities to engage critically with other knowledges.

We had set out to study on more general terms the experiences of re-entering students in Iceland and Australia. But in the data we describe below we discovered a high level of academic aspirations of the re-entering students whom we spoke with, so we decided to delve further into what can be learned from this for socially just pedagogical practices.

Methods/methodology

The study is a joint endeavor between Australian and Icelandic education researchers which also has comparative elements. We chose one particular upper secondary school in Iceland that had become known for clearing the path for students to return to academic education rather than vocational or practical programs. We interviewed 19 students (17–24 years old), five teachers, two school administrators, and one career and study counselor. The interviews were conducted in two rounds – in February and March 2015 and in September the same year. The first round of interviews were conducted by the Icelandic researchers; the second round was led by the Australian researchers, aimed at following up on some of the findings from the first round, as well as to find comparative issues with Australian so-called alternative schools.

Expected outcomes/results

In the first round of interviews, the students reported three main assets of the pedagogy of the school: Firstly, a supportive school ethos and student-teacher relationships; secondly, the use of formative

assessment and no final end-of-term examinations, and, thirdly, an online learning platform, used by all teachers. In the second round of interviews, we aimed at following up on the results from the first round, not least in order to understand better how and if the school managed to work collectively on the school's pedagogic policy. The teachers reported that this was correct and that they were attracted to the pedagogical policy of the school when they were hired. Most importantly, many of the students we interviewed were on their path for college. We conclude that the pedagogy of the school may be useful for establishing socially just pedagogy where students can critically engage with many kinds of knowledge.

Jóhannsdóttir, Thurídur, University of Iceland: Design of a new educational setting for rural youth in North Iceland

Keywords: school design, social justice in education, rural youth, upper secondary curriculum

General description on research questions, objectives and theoretical framework
I will present a study of the emergence of a new upper secondary school, The Tröllaskagi College, in a sparsely populated community in North Iceland. According to recent laws and the recently revised national curriculum in Iceland schools have freedom in designing the content and structure of their curriculum. The Tröllaskagi College took up this challenge to rethink the way in which teaching, learning and assessment should be planned. The principal together with teachers and other staff based their rationale for the design of a new model on their vision for the role of education for young people in the community and concerns about the way in which the traditional school system has constrained young people's success rather than supporting their education.

I will describe characteristics of the curriculum design, i.e. the model of teaching and learning which forms the backbone of the school's practice. The design is based on insight for the needs of students in this rural region in all their diversity. In only five years the school has established itself as an important educational institution in the community and has enhanced educational opportunities in the community.

The theories of Basil Bernstein (2000) are used for analyzing the model and to gain understanding of the way in which the design of the curriculum, i.e. the model, supports students learning, teaching and achievement in the school.

The main research questions is:
How do the design features of the new curriculum and the model for teaching, learning and assessment support the aim of the school in meeting the needs of students and taking into account their diversity?

Methods/methodology
An ethnographical approach have been used and the author has visited the community, observed daily school practice and had discussions, both formally and informally with students, teachers, principals and other school staff. When describing the design of the curriculum I draw on the school curriculum as well as access to the learning management system on the internal web allow me to see how the model functions in practice. To understand the students' perspective I have interviewed students individually as well as in focus groups. Basil Bernstein's theory is used for analysis and for understanding the function of the system. When analyzing the students' perspective the concepts recognition rules and realization rules shed light on the way in which students are supported or hindered by different characteristics of the system. The results of the analysis will be measured against a model for successful school practice put forward by Ana Morais and Isabel Neves (2011)

Expected outcomes/results
Results show that the design of the curriculum model of the Tröllaskagi College shares the most important

characteristics described in the model of Morais and Neves. For example a strong framing over sequence and evaluation support students' recognition and realization rules and help students to keep on track in their studies. The model of Morais and Neves is based on twenty years of research in Portugal where they used the theories of Bernstein for understanding the way in which school systems discriminate against students with different backgrounds to the educated middle class hindering their success instead of giving them opportunities for getting education.

The new school model was based on perceived needs of rural youth in the rural region where the school is situated. I will argue that the success of the model is based on an interplay of the ideology on which the design and practice of teaching and learning is based and the structure of the model of teaching and learning. The results contribute to understanding the importance of interplay of structural change and ideology in transforming schools and making them more socially just.

Jónasson, Jón Torfi, University of Iceland: The origin of different growth patterns in HE and the question of social justice

General description on research questions, objectives and theoretical framework
In recent years the author has attempted to argue that by looking at growth of education, first upper secondary (Jónasson, 2003) but in particular tertiary (Jónasson, 1999), from a credential perspective involving exponential relative growth, important features of the data emerge which are crucial for understanding the long-term growth of education. This also opens up a number of novel perspectives. First it shows that the emerging gender difference is a very long-term development, it is fairly stable across the Nordic countries , that has little to do with whether males or females are in the majority and it will continue to grow (Jónasson, 2014), and this is not much tied to different cultures (Jónasson, 2015). In particular we will investigate how two different parameters are reflected in the data. One is the level of participation (measured by enrolment and graduation), that tend to be different among different groups, and the other the expansion rates that seem to convey a very different image of the growth of HE from that given by the levels.

Methods/methodology
The stability of the growth rates, seems very robust, and also the nearly universal gender difference, which is seen in the overall pattern, but also at different levels of HE and which carries over into different social groups and age cohorts. In the light of the data we will ask two rather different, but related questions: First question, what determines growth patterns in HE, in particular to what extent can it be traced to the labour market, the education system or the students themselves (reflecting their characteristics), a discussion raised by Baker (2011) and Isopahkala-Bouret (2014).

Second, do the differences we find reflect issues that could fruitfully be discussed as social justice issues? The question then becomes, how do the differences and invariances that emerge, relate to the discussion of social equality and social justice?

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Expected outcomes/results

Jónasson, J. T. (2014). What is the nature of the gender gap in Higher Education? What does the gender gap in higher education actually mean? And what will the future be like? Paper presented at the Gender and Higher Education in Europe: Assessing the Past, Re-examining the Present and Shaping the Future, Lund University, Sweden, May 22-24, 2014.

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Jónsson, Þorlákur Axel, University of Iceland, and Garðarsdóttir, Ólöf: Reflection on educational results of students with foreign background

Keywords: educational results, social status, foreign background, reflexivity

General description on research questions, objectives and theoretical framework

The rising numbers of students with foreign background in Icelandic schools in the last two decades has caught the attention of the research community in educational sciences. In educational research two approaches can be identified. Records of lower grades and more limited academic achievement at upper secondary level of students with foreign background compared to student with no foreign background, amplifies notions of a school system in difficulties and in need of changes. Educational researchers seem at the other hand to be keen to draw attention to successes of students with foreign background and how social context can explain different educational results. The investigation presented here has two objectives: a) Explore to what extent the social status of students can explain different educational outcome between students with foreign background and students not having foreign background at end of compulsory education. b) To reflect upon the role of the researcher as actor for social justice in constructing a counter-narrative in a school-system in a welfare society under neoliberal pressure for efficiency.

Methods/methodology

The investigation of the link between foreign background and educational results is a cross-sectional cohort study of students leaving compulsory education in 2006 (N 3661). It applies classification based on data from Statistics Iceland (Hagstofa Íslands) on ethnic background, student grades at high-stake national exam at 10th grade besides information of student's social status and their views on schools and education according to the student questionnaire in OECD/PISA study in 2006.

Expected outcomes/results

Results show sizable difference in grades in advantage of native students and students of native origin born outside Iceland. In a linear regression background variables that might explain the different results are examined. Taking the social status of students into account explains the difference between the student groups in mathematics, reduces the difference in English but it prevails in Icelandic. These results are in line with other recent contextually aware research on the education of immigrant students in Iceland. This highlights the double role of researchers as creators of discourses and thereby as actors for social justice

besides the need of reflexivity in research on these new and changing circumstances in the educational system of this Nordic country.

Kurki, Tuuli, and Anna-Maija Niemi, University of Helsinki: Precarisation and marketization of adult immigrant education

Keywords: Precarisation, marketization, adult immigrant education, carework, racialisation

General description on research questions, objectives and theoretical framework
The paper explores precarisation and marketization and their consequences on integration services and adult immigrant education in particular. At this specific moment, there is a growing economy of "integration business" followed by the "business of care" all over the globe.

The paper draws on data from an ethnographic study on adult immigration education and integration services, and explores how marketization takes shape within adult immigrant education practices, and how it becomes organized according to the principles of supply and demand of the market economy. It critically examines the re-training and re-educating of immigrants in an attempt to integrate them to the labour market, and more specifically to the labour market positions "suitable" for migrants.

The paper outlines research on integration services and adult immigrant education with implications to welfare and care politics, the global economy of care and the postcolonial perspective on care work.

Methods/methodology
The paper draws on data from an ethnographic study on adult immigration education and integration services.

Expected outcomes/results
The paper concludes by raising some theoretical and policy questions about how we understand and combine migration, integration, gender and care.

Lanå, Kristina, Cehum, Stockholm University and Anneli Schwartz: Diversity – exclusion and inclusion of pupils in education in relation to place

Keywords: Diversity, exclusion, inclusion, place

General description on research questions, objectives and theoretical framework
In this paper we would like to present and discuss the exclusion and inclusion of pupils in education in relation to place, relating to our two studies (Lanå, 2015; Schwartz, 2013).

The theoretical framwork takes its point of departure in the concept place (de los Reyes, 2007; Hammarén, 2008; Nagel, 2003; Nilsson & Bunar, 2015; Ristilammi, 1994). Walkderdine, Lucey and Melody (2001) point at the fact that discourses about ethnicity and social background are produced through references to place. They argue that these discourses make diversity invisible, as well as the differentation regarding ethnicity and social background. They also neutralize and make the ethnic boarders as place invisible. Resedential areas, as ethnic and classed markers, seperates and creates differences, signifying who is inside and outside an ethnic boarder and so to speak produce exclusion and inclusion.

Methods/methodology
The background and interest for this research question emanates from an ethnographic study that was conducted in three different schools for pupils between 13 and 19 years of age. Two of the schools may be

defined as urban multucultural schools, and the third one as a high-status city school. The study includes classroom observations and interviews and lasted for an academic year in two urban areas in different parts Sweden at the beginning of the 2010's.

Expected outcomes/results
The outcome shows that pupils' social and ethnic backgrounds seldom are taken into consideration when it comes to questions such as if pupils have equal opportunities to influence teaching, getting good results/marks and succeed in their school studies. Instead it shows in the analysis that the actors' (teachers and headmasters) understanding of pupils' chanses to succeed in their studies relates to what geographic areas the pupils come from, that is the suburbs or more status areas. This connects to the thesis Pedagogy, place and performance: An ethnographic study about a school in a multicultural suburb (Schwartz, 2013). In this study the pupils were categorized as "these kinds of pupils" in relation to where they lived and described as non Swedish persons. Another outcome relating to the thesis Power, gender and discourse: An ethnographic study of pupils' positioning in teaching (Lanå, 2015) is that the pupils' ethnic backgrounds are seldom spoken of at all. Instead headmasters and teachers talk about what areas the pupils live in.

Lempinen, Sonia, University of Turku: Towards parental school choice in case of children with special educational need
Keywords: Parental school choice, SEN

General description on research questions, objectives and theoretical framework
Freedom of choice is arriving to Finland. It is slowly entering the education system. School choice of parents with regular children have been studied in Finland and elsewhere (i.e., Seppänen, Kalalahti, Rinne & Simola 2015; Seppänen 2006; Kalalahti, Silvennoinen & Varjo 2015; Kosunen, Seppänen & Rinne 2015; Bernelius 2011). However, parents with children with special educational needs are often left from the analysis due to excessiveness of factors in the analysis. This study is a starting point in analyzing the of school choice for those parents whose children are in special education in Finland. The data will be considered through the theories of class and the self (value attaching to bodies) (Bourdieu, Skeggs) as well as social justice.

Municipalities hold a lot of power in organizing educational practices. Due the parents feel the same about educational practices from the point of view of school choice, depending on the municipality? What differences are there between background factors and choices? What kind of role does special educational need and the level of it have?

Methods/methodology
In this phd the core of the study consists of a questionnaire about to be analyzed with SPSS. In this core study 210 parents of children with special educational needs attending first or seventh grade from 9 municipalities have answered a webropol questionnaire. The questions consisted of themes around school choice, special educational needs, of considering factors that are most important when choosing schools, who affected the choice and background factors. The aim is to conduct different types of SPSS analysis to find correlations and relationship between the participants answers.

Expected outcomes/results
The outcome of this analysis process is to find correlations and relationship between the participants answers, concerning a) municipality and school choice b) background factors and school choice c) types of parents from the data, the extremes and the middle types. The aim is to present preliminary data analysis and to discuss the way they should be reported and whether these suggestions of a), b) and c) could be written into articles.

Magnúsdóttir, Berglind, University of Iceland: Towards internal marketization, performativity, effectiveness and benchmarking: Literacy policy for pre- and compulsory schools in Iceland 2011-2015
Keywords: Literacy, policy, internal marketization, performativity

General description on research questions, objectives and theoretical framework
The purpose of this paper is to analyze the discursive themes in the policy discourse on literacy in Iceland from 2011-2015. The documents for analysis are published by the Ministry of Education and Reykjavík Municipality for pre- and compulsory schools.

Methods/methodology
The data analysed is a) the national curriculum guide (2011) where literacy is one of six foundations for pre-, compulsory and upper-secondary schooling, b) the white paper (2014) from the current minister of education presenting organizational reforms to respond to 'ineffective education' in literacy as a response to sinking competitiveness of the Icelandic education system compared to other OECD countries, c) recent policy documents on literacy from Reykjavik city and its metropolitan area and d) laws, regulations and policy documents concerning a new institution on evaluation and curriculum materials that has the purpose to implement these objectives on literacy. The new institution has a central control and overview of curriculum material, production of national tests, and is supposed to play an important role as a consultancy for schools about best practice.

Expected outcomes/results
In the subsequent period (2011-2015), the discourse around literacy shifted from the policy of multimodality to the political-scientific discourse based on performativity, effectiveness and benchmarking. The understanding of equality in education is based on the neo-social equity (Lingard, Sellar og Savage, 2014) followed by de-democratization and instrumental rationality. The academic references in these documents are based on the effectiveness discourse (Magnúsdóttir, 2013), tracing lower test results to intrinsic professional weaknesses and agitating for 'best practice'. Silenced in these documents are the drastic changes in Iceland's social context following the nation's financial collapse in 2008. The white paper is a typical example of policy borrowing and was edited by the head of the schooling department at the Ministry of Education who recently was chosen by the minister to lead the new institution on evaluation, consultancy and curriculum.

Niemi, Pia, University of Helsinki, Department of Teacher Education:
How do whole-school activities shape students' views of their school community?
Keywords: sense of belonging, whole-school activities, school community

General description on research questions, objectives and theoretical framework
Students' belongingness to their school community bears important implications from the individual to societal level. Studies have shown, for example, that students who experience a strong sense of memebership with their school community show higher levels of satisfaction in life, and are also more likely to perform better in school than students with low levels of school belongingness (e.g. Upadyaya & Salmela-Aro 2013, Reyes et al 2012). However, even though much is known about the importance of belongingness in the school context, little attention has been given internationally to the ways in which actual school practices shape students' connectedness with their school (eg. Allen & Bowles, 2013).

Especially notable is the lack of understanding about the ways in which students' sense of membership can be supported at the whole-school level, not only within classrooms (Johnson, 2009; Upadyaya & Salmela-Aro, 2013). In order to answer to this gap in literature this study explores the role of whole-school events, such as celebrations and theme days, in shaping students' experiences of their school community. The study answers to the following research question: How do whole-school activities shape students' experience of their school as a social community and the students' membership in it?

Methods/methodology
The study is based on student interviews that were conducted with altogether 30 Finnish lower-secondary level students (14 to 16 year olds) between December 2013 and February 2014. The interviews focused on students' experiences of whole-school events, especially school celebrations, theme days and other activities that were open for the all the students. The thematic content analysis discussed in this presentation focuses on identifying the personal and school-level elements and social processes that either enhance or hinder the sense of community among the students and the recognition of memberships at the whole-school level. The analytical framework of the study is adopted from Habermas' notion of the "lifeworld" that refers to the social reality that is reproduced through inter-personal communicative actions. The concepts of the original theory related to the reproduction of the lifeworld have been modified to fit the purposes of this study. The analysis is currently on-going.

Expected outcomes/results
Based on preliminary analysis of the date the expected outcomes of the study are two-fold. First of all it is expected that the students view whole-school events as emotionally important and that these events have a role in shaping the students' overall experience of their school as a social community. The second expected finding is the fact that the students' experiences are mainly shaped by the conduct of their peers. If the mutual respect among students is good, the positive value of having whole-school activities is highlighted more than if there are severe problems within the school. In addition, it is expected that the analysis sheds light to silent processes of inclusion and exclusion that are not often paid attention to when carrying out whole-school activities. The study is important for broadening the understanding about the ways in which whole-school activities contribute to the creation of memberships within lower-secondary schools.

Óskarsdóttir, Edda, University of Iceland and Hafdís Guðjónsdóttir: Towards inclusive practice: a self study

Keywords: inclusive practice, support services, self-study, practitioner research

General description on research questions, objectives and theoretical framework
This study considers the problematic and complex issue of developing inclusive practice within a compulsory school. Inclusive practice here relates to a broad conceptualization of inclusion as a just education system that enables all pupils to participate, access, make progress and enjoy learning. As coordinator for support for pupils with special needs I recognize that inclusion cannot be achieved by transferring special education thinking and practice onto the mainstream setting; rather the school system has to be transformed to make space for everyone. Clark, Dyson, Millward and Robson (1999) identified the need to focus on organizational features of schooling to promote inclusive practice, rather than compensatory measures for individual learners. The conceptual framework of the study is shaped by important foundations for inclusive practice (Meijer, 2003), with key concepts of leadership, collaboration and reflective practice in focus.

The purpose of this study is to understand how I can develop the support service in Waterfront School so that it reinforces inclusive practice. Furthermore, to theorize what processes need to be in place in the school and policy so that supporting pupils is sustainable inclusive practice. The main research question is: How can I improve the support service in an inclusive school?

Methods/methodology
This is "a personal situated inquiry" based on self-study methodology (Samaras, 2010, p. 72). The personal in self-study means that my voice is an important source of knowledge in my professional setting when aiming to increase understanding of practice and my role as a practitioner, bringing about transformation of practice (Guðjónsdóttir, 2011; Guðjónsson, 2011).

The study is divided into two distinct phases. In the reconnaissance-phase data were gathered through focus group interviews with administrators, teachers and support staff. In the enactment-phase the organization of the support service was transformed according to analysis of data from reconnaissance-phase and the process was recorded in a self-reflective research journal. Furthermore, viewpoints of parents, pupils and teacher assistants were gathered.

A hermeneutic approach in coding the data was applied, using both descriptive and interpretive codes, which were then grouped into categories. Furthermore the data was analyzed and reflected on with a critical friend.

Expected outcomes/results
Preliminary findings cast a light on factors that serve to further or constraint inclusive practices in the school. The main factor that supports inclusive practices in the Icelandic school system is the policy represented in regulations and the national curriculum. Furthermore, overall teachers and staff in the school believe in inclusion and are willing to work with all their pupils. The factors, however, constraining inclusive practice are grounded in the way inclusive education has been solved by transferring special education practices onto the mainstream education, making inclusion the task of special education needs teachers and placing emphasis on diagnosis of pupil's ability as the way of funding support. Furthermore, the school and classroom curriculum are not written with a diverse group of pupils in mind and teachers are often confused about their role towards pupils who do not fall into the category of being 'normal'.

Peterson, Carina, University of Gothenburg: Children's self-initiated actions in preschool - expected or not wanted? It depends…
Keywords: self-initated actions, preeschool, Bernstein, invisible pedagogy

General description on research questions, objectives and theoretical framework
This paper's aim is to discuss how children's "self-initiated actions" materialize in preschool. What kind of initiatives are children taking? How do teachers respond to these initiatives? (Initiative should here be regarded as an action that is aiming at something. It shouldn't be mixed up with a wish or a demand). The observations that are analyzed come from my ongoing study which is dealing with rights and demands put on children in Swedish preschool. The competent child has here come forward as an important notion. This child is looked upon as active, flexible and autonomous. The observations in the study reveal children's "Self-initiated actions" as a possible way for the competent child to express him/herself.

As a theoretical tool in the analyze, Bernstein's concept of invisible pedagogy is used. In an invisible pedagogy both framing and classification are weak. This means that there are space for negotiation and variation in both rules and content. The child has to "decode" the teacher's demands and expectations

since they're not spoken out and try to "do the right thing". This demands a child who is competent of "decoding" the expected behavior.

Methods/methodology

The study has an ethnographical approach. Observations in two preschools have been made for around a year and are about to be finished during the beginning of 2016. The two preschools have been chosen from their variation in pedagogy. The main empiric data is from observations but field-conversations and interviews with the teachers are also used. The observations are documented by paper and pencil on site. The interviews have been audio-recorded.

Expected outcomes/results

The observations show that the teachers are responding differently to children's initiatives depending on the aims of the initiatives. Some initiatives are wanted and even expected (acceptable initiatives), for example to initiate play. Some initiatives are more depending on circumstances in a specific situation (relational initiatives). Under some circumstances the initiatives are accepted but under others they are not, for example moving toys around in the preschool. Finally – some initiatives are not wanted (not acceptable initiatives), for example when children, without asking, pick material that is supposed to be delivered by teachers. All these three ways of taking initiative are in different ways relational. It depends on time, room, situation, the culture of the preschool among other things. The children seems to have to learn by teachers reactions to their initiative if it's right or wrong or they might develop sensitivity for the "wanted or not wanted" in a culture.

Rosvall, Per-Åke, Umeå University and Carina Hjelmér, Umeå University: 'Lived democracy' in mathematics classes in diverse Swedish upper secondary programmes

Keywords: Student participation, teacher response, vocational education, social stratification

General description on research questions, objectives and theoretical framework

This paper analyses what students in four upper secondary school programmes with different social class profiles tried and wanted to influence in relation to the teachers responds and the pedagogic practice in mathematics. Basil Bernstein's theories regarding power and control form the basis of the theoretical framework. The analyses draws on ethnographic data from the academic programmes Natural Science and Social Science, and from the vocational programmes Vehicle and Child and Recreation at two Swedish upper secondary schools. Students from different programmes wanted and tried to influence the teaching. There were, however, significant differences between the academic and vocational programmes in what the students were able to influence.

Methods/methodology

The classes were selected to cover a variety of programmes in terms of gender and social class. The classes in this paper were at two upper secondary schools, and four programmes. They were followed over one academic year, 2008-09, the students first year at upper secondary school. The two observed schools were relatively large, with 1500-2000 students and 150-200 teachers at each school.

A critical ethnographic approach was applied in the studies, and the empirical material consists of observations, conversations, interviews and relevant documents. Data in the form of field-notes were produced over the entire academic year, during lessons, breaks and certain activities. Interviews with students, teachers and heads were conducted during the spring semester and covered both general questions and specific events that had been observed during the autumn semester.

Expected outcomes/results

The findings support the importance of analysing, not only the students voices, but their voices in relation to the pedagogic practice they meet. Generally the vocational students exerted influence more successfully when they wanted to reduce the pace and difficulty of teaching, than when they wished to get more out of their education, while the opposite applied to the academic programmes, especially the Natural Science. Who had influence over what, stood in relation to the programmes social class profiles and the students expected positions in society.

Runarsdottir, Eyrun Maria, School of Education, University of Iceland: Classmates, peer groups and friends of immigrant youth: Actors for social justice?

Keywords: Immigrant youth, classmates, bullying

General description on research questions, objectives and theoretical framework

Within a school community there can be several actors for social justice, it is not only the role of teachers and other staff to create cohesion and active participation of all students. At the classroom level a group of students create a community of classmates, peers and friends. Studies indicate that being rejected or excluded by peers can have various negative consequences for the child, thus it is important to be acknowledged and included as a member in the peer community of the class. This may be ever more important to a foreign-origin child entering a new school in a new country.

The aim of the presentation is to explore how immigrant children in Iceland perceive the classroom community, if they feel valued by their classmates and included in the class. Furthermore, reports on bullying will be presented.

Methods/methodology

The study uses an Icelandic dataset from the WHO international research network Health Behaviour in School-Aged Children (HBSC). The data was collected in March 2014 when a standardized questionnaire was administered in Iceland to all 6th, 8th and 10th grade (11, 13 and 15 year olds) children present in their school at the day of the administration. A total of 10651 children answered the questionnaire and the response rate was 84,0%. Non-native status is decided by self-reported place of birth yielding two groups that enable statistical analysis; youth born in Poland and youth born in an Asian country.

Expected outcomes/results

Previous studies indicate that immigrant youth in Iceland report being more frequently involved in bullying than their native peers and perceive the classroom climate more negatively. If this is still the case in the data collected in 2014, it suggests that immigrant youth in Iceland may feel excluded and marginalized in their schools.

Schatz, Monika, University of Helsinki: Engines without Fuel? Empirical Findings on Finnish Higher Education Institutions as Education Exporters

Keywords: Education export, higher education, policy dynamics, governance in education, Fi

General description on research questions, objectives and theoretical framework

In 2010, the Finnish Ministry of Education and Culture (MOEC) formulated Finland s first education export strategy (MOEC, 2010). This policy document attributed Finnish Higher Education Institutions (HEIs) a significant role in the emerging sector by declaring them as engines of education export. Situated in a phenomenological approach towards policymaking, this paper empirically investigates how HEIs perceive their role as education exporters. A case study is presented in order to give voice to those who are supposed to implement the education export strategy.

Methods/methodology

The data was gathered from HEIs international offices across Finland and analysed by means of Mayring's qualitative content analysis.

Expected outcomes/results

The findings indicate a gap between policy vision and practitioners' reality and thus challenge the existing policy discourse.

Veintie, Tuija, University of Helsinki: Teacher Educators as Mediators between Knowledge Systems

Keywords:

General description on research questions, objectives and theoretical framework

This paper discusses how and in what ways teacher educators integrate indigenous knowledges in their instructional practices in an intercultural bilingual teacher education programme. The paper focuses on the ways how the educators manage to bridge school knowledge and the indigenous community knowledges, and act as mediators between knowledge systems. Furthermore, the paper brings up the difficulties that the educators had in responding to the multilingual reality of their students and in breaking with the Western ways of thinking. In this paper we draw on concepts and theoretical thinking that emerge from critical literature on indigenous education and postcolonialism. We make use of the concepts of abyssal thinking (Santos 2007) and border thinking (Mignolo 2000) in examining how the teacher educators manage to help their indigenous students to break with modern Western ways of thinking, and to think from the indigenous perspectives.

Methods/methodology

This study is based on ethnographic fieldwork at one Intercultural Bilingual Teacher Education Institute in the Ecuadorian Amazonia. Data production methods included observations at school and outside school, interviews with teacher educators (N=16) and students (N=22), participatory photography and photo-elicitation interviews.

Expected outcomes/results

Based on the interviews and classroom observations, the teacher educators tried to mediate between indigenous and non-indigenous knowledge systems in multiple ways. The indigenous educators used their own life experiences, knowledgeability about indigenous knowledge and ways of knowing and, to a minor extent, also their linguistic skills. The Spanish speaking educators sought indigenous knowledge from books, the indigenous community and the students, and facilitated contacts between their students and the local

indigenous community. At the least, all these educators presented indigenous knowledges as a serious theme to discuss in class and, thus, created spaces where indigenous knowledges were valued and revived. Bringing indigenous knowledges inside a classroom, inside a building that has been one of the symbols of Western modernity (Rival 2000), is a significant step in decolonization. These teacher educators were showing that the classroom is no longer a space reserved for Western science and book knowledge alone, but can be a space that invites ways of thinking from the other side of the line. Such space has the potential to empower (Timm 2014) indigenous students and educators.

Wolff, Lili-Ann, University of Helsinki: The role of trust within educational organizations
Keywords: trust, values, school climate, educational leadership, social justice

General description on research questions, objectives and theoretical framework
When searching for the foundation of the success story of the Finnish schools, trust is often mentioned as an important element. Using the concept of trust in this context implies that people in general trust the Finnish educational system and the Finnish teachers. Trust is also considered as a cornerstone within organizations, not at least schools. In all kinds of groups people depend on each other and reciprocal trust is, therefore, a base to achieve individual and common goals. Trust plays a main part in an honest relation between two or more individuals, and to succeed in anything an individual must also possess self-trust. Yet, trust is also confusing and complicated, and may even be risky and dangerous.

The purpose of this study is, thus, to explore the multifaceted meaning of trust within educational contexts and to demonstrate its significance on multiple levels in socially just organizations.

Two basic questions to be answered are: 1. What is trust? and 2. How is a climate of trust created? Beside these questions, the study discusses how trust is maintained and continually and slowly reshaped in a common and continuous process, and focuses particularly on trust building in daily school life.

Methods/methodology
The study is theoretical and based on a reading of current literature from various fields, for example philosophy, sociology, economics, psychology, law, and education.

Expected outcomes/results
Trust is not a tool, but an attitude that plays an important role in the development of a school's core values and in the value deliberations, as well as in the school leadership. Even if the schools have an obligation to develop and endorse core values and ethical principles for their work and education, value discussions are both culture-bound and challenging. The well-being of both the staff and the students of a school build on trust on all levels within the school, but also in the relation between the school and the educational administration on various levels, likewise in the relation to the parents, and other associates. In an environment built on trust it is easier to face differences, work through disagreements, to promote value based goals like equality and mutual tolerance and to create a positive, inclusive and socially just school climate.

General description on research questions, objectives and theoretical framework

Recent research in the Nordic context shows that a view of education as both multicultural and inclusive has not been implemented to a satisfying extent (Holm & Londen, 2010; Von Brömssen & Rodell Olgaç, 2010). In Iceland, the rapid influx of immigrants in the past two decades has led to increased diversity in the society and brought new opportunities and challenges to educational system and classrooms (Karvelsdóttir & Guðjónsdóttir, 2010; Ragnarsdóttir, 2010).

School is considered one of key spaces where multiculturalism, cultural hybridity and other forces of change meet a certain resistance (Dyre, 2001). The inclusive approach to education aims at reducing segregation, which either excludes students or groups them by gender, socio-economical class, disability, nationality, family background or learning abilities (Ainscow, 2007). Inclusive schools support the idea of social justice and emphasise learning opportunities, social participation and development for all students (Booth, 2010; Ryan & Rottmann, 2007; UNESCO, 2009).

The purpose of this study is to explore how the school community influence participation of immigrant students? The aim is to find ways in which schools understand and work for inclusion and empowerment of immigrant students. The research question is: How do schools influence active participation of immigrant students?

Methods/methodology

The paper discusses case studies in four compulsory schools in Iceland, recruited through a maximal variation sampling to present complexity of the phenomenon and to gain a deep understanding of different factors influencing immigrant students´ participation. Qualitative data was collected through semi-structured interviews, informal conversations and repeated field observations to obtain first-hand information and ensure trustworthiness of the data (Carspecken, 1996; Taylor & Bogdan, 1998). The analytical process took place simultaneously through the research period and the data was transcribed, categorized, coded and interpreted (Creswell, 2008).

The research was conducted in line with the ideas of ethical symmetry and postmodern perspective of seeing children as social actors, capable of providing information and views on their own lives (Christensen & James, 2000). Concepts of school habitus and agency enacted in the context of particular social spaces were used as a critical lens in data analysis (Bourdieu, 1990; Corbett, 2007).

Expected outcomes/results

Preliminary findings show that support and caring relations between school personnel, students and their families, purposeful use of students' resources in the classroom and maintenance of high expectations had a positive impact on immigrant students' participation and on their development as a student and as an individual. Students who experienced rejection, low expectations and lack of interest and support from their teachers, Icelandic peers and school counsellors tended to have a low sense of belonging and participation. These findings may suggest that compulsory schools and various actors within these institutions play a significant role in the processes of exclusion and inclusion of immigrant students and that further research in the area in the changing Nordic and Icelandic context is necessary.

Zilliacus, Harriet, University of Helsinki and BethAnne Paulsrud: Multilingual and intercultural education in Swedish and Finnish curricula
Keywords: Intercultural education, multilingual education, curriculum-analysis

General description on research questions, objectives and theoretical framework
Multilingualism and interculturality are established concepts in the Nordic countries. Due to societal change and increasing diversity in schools, these concepts have been subject to constant re-conceptualizations within the educational field. In light of this, the present study explores Swedish and Finnish national school curricula, examining key concepts within the framework of critical multicultural education, including multilingual education. The aim is to investigate how the discourses on multilingual and intercultural education have developed in the Finnish and the Swedish national curricula from1994-2014. The study represents one part of the research project, MINTED (Multilingual and Intercultural Education in Sweden and Finland), investigating the relationship between education policy and teacher training programs in Sweden and Finland. The overall aim of MINTED is to acquire a deeper understanding of how both multilingual and intercultural education are embodied explicitly and implicitly in national policies, teacher training and teaching practice. While the focus is on the Swedish and Finnish contexts, how education policies have developed in relation to the concepts of multilingual and intercultural education is of international interest to scholars and practitioners involved in creating education policy for compulsory schools within an increasingly global context and a culturally and linguistically diverse world.

Methods/methodology
The curricula and policy texts were analyzed using discourse analysis. This discourse analytic perspective recognizes that language is not transparent but rather constitutive and represents a site where meaning is created and changed. The analysis searches for patterns in the curricula, which are associated with the topics of multilingual and intercultural education, seeking to understand the language linked to these terms as situated within the cultural contexts and positionings made within the documents. The Finnish documents included comprehensive school curricula from 1994, 2004 and 2014, as well as their amendments. Supporting documents included the government's five-year Development Plans for Education and Research from 1991-2016. The Swedish documents comprised the following: the Swedish Curriculum for the Compulsory School System, the Pre-School Class and the Leisure-time Centre (1994); the Swedish Curriculum for the compulsory school, preschool class and the recreation centre (2011); and the Education Act (2010, last updated 2015).

Expected outcomes/results
The preliminary results reveal that in both contexts there has been a move away from a discourse on interculturality as comprising othering, towards seeing interculturality as an intrinsic part of the school. In the Finnish curricula, this discursive development appears explicitly, as a movement from tolerance-oriented to pluralist-oriented education. Likewise, there is a development in Finnish curricula from promoting language as enrichment to enhancing multilingualism in education and in students' identities. While language is key in the Swedish curricula, multilingual and intercultural education are not explicitly covered, but may be gleaned from the focus on human rights and respect for all. Thus, while there clearly is a movement towards more critical approaches to multilingualism and interculturality in the Finnish context, this is not evident in the Swedish context. A discussion on points of silence is thus necessary for understanding how the discourses on multilingual and intercultural education have developed.

Symposia

1) Equity in cold climates

Several members of Team 4 from Gothenburg participated recently in a book collaboration between two research teams. The teams were from the Centre for Equity in Education at the Institute of Education of the University of Manchester in England and the Department of Education and Special Education Equity Group at Gothenburg University in Sweden that is affiliated with Team 4. The book critically addresses policies and practices related to education equity in the two countries. It is based mainly but not exclusively on qualitative empirical (mainly ethnographic) and policy research. It looks particularly at the apparent inabilities of education reform to deal with inequalities in the two countries. A number of themes are in focus:

· Educational inequality and policy interventions
· The conceptual links between education equity and poverty
· Identity and transition issues for young people and teachers in the past and present education economies of the two countries
· Education and inclusion in terms of intersections of class, ethnicity, gender and disability
· Governance issues
· School leadership and social inclusion
· Current priority policies

These themes concern concepts, policies and practices of justice and equity in education and the different chapters of try to bring some clarity as to how and why education policy in different neighbourhoods and for different groups often results in uneven levels of educational achievement. The impact of these factors on the educational agency of young people is considered, as is the ways in which the development of education justice and equity involve processes that are enmeshed in relations that comprise education formation, contextualization, re-contextualisation and interaction at the macro, meso and micro levels of our societies and the means by which young people are constituted as agents and subjects there. In this sense the analyses in the chapters shift the focus of education policy analysis from national policy makers to community representatives, families, teachers, managers, administrators and young people in schools and back again. The symposium has been constructed around chapter contributions that address these important questions. England and Sweden as well as the other Nordic countries are ones that are relatively well set to respond to the demands of equity in changing global circumstances. They are all relatively affluent, have well-resourced education systems, and have a long history of efforts to infuse concerns with equity throughout those systems. However, new challenges have emerged recently as education policies have begun to swing away from an emphasis on equity as a primary goal and toward an educational agenda informed by concerns with economic growth, the development of human capital, and marketization. This agenda poses serious challenges to traditional notions of justice and equity which this symposium will try to explore.

Dennis Beach, University of Gothenburg:
Equity in cold climates: An introduction

The aim of this symposium is to consider what justice and equity can mean and how education systems might be explored in relation to these meanings, not the least recently in the era of neo-liberal education politics. It aims to provide a 'tool kit' of ideas about justice and equity in the organisation of education system.

Inger Berndtsson, University of Gothenburg:
Life World phenomenological method as a way to research experiences of justice

This presentation considers one way of researching experiences of justice, equity and inequity from a life-world perspective. It is based on the phenomenology of the life world as developed in Gothenburg from the work of the late Jan Bengtsson. The approach is one that strives to more authentically capture the experiences of marginalized people. The examples given in the presentation are from research with people with visual impairment and blindness.

Joanna Giota, University of Gothenburg:
Consequences of differentiated policies and teaching practices in Sweden

This presentation is based on two longitudinal and nationally representative studies of integrated vs. segregated special education support offered to students in the Swedish comprehensive school. The relations between support, background variables, and goal attainment in Grade 9 are presented based on data firstly from 35000 students born in 1972, 1977, 1982 and 1987and secondly from head teachers for older (n=683) and younger (n=250) students in the Swedish compulsory school. The presentation describes how school problems are still seen as caused by student characteristics and how equal opportunities for learning and growing in school are not supplied as pupils with SEN are still at serious risk of being marginalized.

Yvonne Karlsson, University of Gothenburg:
Constructions of student identity in talk and text: A focus on special education

With a primary consideration for the case of Sweden this presentation will address the increased diversification of classrooms in recent years and how this has placed additional demands upon teachers who strive to facilitate the learning and participation of all pupils. It is based on research into processes of identifying, categorising and responding to the perceived individual differences of learners. Relatively sophisticated means of responding to individuals are described, but so too are processes of categorisation that are shaped by institutional and policy demands that have little to do with enabling individuals to flourish. The presentation concludes by considering whether mass education systems such as those in England, Sweden and the other Nordic countries can ever hope to respond effectively to individual differences.

2) Processes and aspects of exclusion and inclusion in Nordic school contexts

The studies presented in this symposium discuss students', teachers' and other school staff's perspectives on exclusion, inclusion and marginalization of youth in education.

The papers of the symposium derive from postcolonial, poststructural feminist and critical theoretisations, that problematize the division of normality and abnormality and the ways how for example racialization, ethnicity, nationality, social class, gender and sexual orientation are connected to the distinction. Such literature also problematizes the ideals of being and behaving as something neutral and individual and shows how the ideal subject that schools aim to make are the subjects that best meet the requirements of the global capitalist system. The projects are qualitative, employing ethnographic research methods and action research.

The aim of the symposium is to discuss the processes of inclusion/exclusion: What is considered exclusion/inclusion, what produces it, how school students experience it and what teachers and students think about the reasons and matters that contribute to the processes of inclusion/exclusion? What one is seen to be excluded from – peer relations, study path, normality, society etc.? What room is given for individual and structural explanations? How difference-making in terms of ethnic, racial, national, gender,

sexual, religious or ableist categories and their intersections are related to exclusion and inclusion? How these and other forms of exclusion contribute to each other? How is exclusion and subalterity experienced in a context of formal equality and inclusion?

Social and educational equality and inclusion are often considered as especially Nordic values and practices. There are, however serious tensions and paradoxes regarding inclusion which can result in epistemic, social and institutional exclusion.

Carla Chinga-Ramirez, Norwegian University of Science and Technology:
Equality understood as sameness

Equality understood as sameness: The consequence of the Norwegian cultural premise of equality for minority students' experiences of being different and not included in the Norwegian secondary school

One of the mainstays of the Norwegian public common school is the principle of equality, a principle which means that all students, regardless of socio-economic background, geographical location, ethnicity and gender, have the same opportunities to get a good education based on equal conditions. Narrative and intersectional analysis of 21 life stories from both majority and minority students in the Norwegian secondary schools show minority students strong experiences of being different from the "equality" in school. Through critical cultural analytical perspectives and postcolonial theory I argument how the Norwegian equality principle is rooted in an understanding of equality understood as sameness, with an emphasis on origin and ancestry to be Norwegian and included in the equality of the school. This understanding leads students with minority backgrounds, in spite of the school and the teacher's good intentions of inclusion, to Orientalist notions of subordination and inferiority. The minority students in this study feel different from this equality understood as sameness, and they focus on their complexion and visible ethnicity as categories that explain their experiences of being "different" in the Norwegian school.

Ina Juva and Gunilla Holm, University of Helsinki:
Not All Students are Equally Equal: Normality as Finnishness

Finland has in comparison to most of the other Nordic countries a much smaller migrant population. Even though the migration has been very limited it has become a major political issue and recently in connection to the increased migration in 2015 there has been a rise in openly racist speech and actions. In this paper we examine how Finnishness and its limits are still a difficult and complex issue in Finnish schools. In the Finnish national curriculum for basic education (FNBE 2004) the school is constructed as providing an equal basis for all students including migrant students. In this chapter we argue that this equality does not mean that just anyone with whatever background can be a given place of equal status in the Finnish school.

This study is part of a wider two-year ethnographic project that examines teachers' and students' perceptions of marginalization in two lower secondary schools in the capital area of Finland. The two schools have diverse student bodies and are located in culturally diverse neighborhoods. The part of the larger study that is discussed in this chapter draws on semi-structured in-depth interviews with twenty-eight teachers, one teaching assistant and two school counseling personnel about their perceptions of whether and why certain students are excluded and others included in the school community. The transcribed interviews were thematically analyzed with the themes partially emerging from the data and partially from theory and earlier research.

In this paper we examine how the teachers participate in constructing the idea of an equal school for all. The teachers described the school as a tolerant and multicultural space where there was no discrimination based on race or ethnicity. The cases of bullying, discrimination and conflicts were regarded as personal problems between individuals. This pattern of locating the reasons for problems in the students has also been found in other studies in Finland. (Mansikka & Holm, 2011) However, even if the school was

described as multicultural the term multicultural referred mainly to migrant students and students with migrant background and overall to those who were not recognized as 'Finnish' students.

Teachers constructed the 'non-Finnish' ethnic identities as potentially problematic in some cases. The Finnish identity was not seen as one of the ethnic identities but it was taken for granted. The school was constructed as a place without ethnic identity, because the Finnish identity was not explicitly seen as an ethnic identity. Finnishness was taken for granted and noticed only when students behaved differently from the taken for granted, from what was considered normal. The students who did not want to take on a Finnish identity were considered at risk of being marginalized and students making other identities than Finnish visible in the school were seen as problematic and not normal.

This paper examines in a new way the complex relations between 'normality' and social skills and so broadens the understanding of the processes of marginalisation and exclusion.

Eirin Caroline Waade & Kristin Skinstad van der Kooij, OAUC:
Inclusion/exclusion in newcomer education in Norway: Different models, different

This study addresses the question: How may educational provisions for newly arrived immigrant youth in Norway contribute to the inclusion and exclusion of 8th to 10th graders? In Norway, educational programs for newly arrived immigrant and refugee youth in lower secondary school age may be divided into three different models; newcomer schools, separate newcomer classes in ordinary schools and semi-integrated classes. In these programs, newcomer youth are offered education in Norwegian language and school subjects to prepare them to join mainstream classes with their age cohorts in their home schools. The newcomer pupils may stay in the introductory program for one to two years.

This study analysed case examples of each of the three models in terms of the conditions they provide for pupils' experiences of inclusion/exclusion and the development of multicultural education for all pupils. The study is framed within the field of critical multicultural education.

Anna-Leena Riitaoja, University of Helsinki:
Exclusion as individual choice?

This paper examines how teachers and other school staff members construct exclusion from students' peer relations as 'enforced' or 'self-chosen' and how the interpretations of exclusion influence teachers and staff members decisions to intervene in exclusion in school. I especially explore how the discourse that considers exclusion as student's individual choice is constructed and how it is used to problematize the idea of exclusion as enforced, i.e. structural and made by others. I also analyze how the notion about the reason of exclusion is used to argue whether teachers should or should not intervene the situation.

Theoretical framework derives from postcolonial and poststructural feminist and intersectionality studies. Such body of literature criticizes liberal humanist notion about the autonomous and independent individual (e.g. Butler 1997; Spivak 1999; Adams St Pierre 2000; Davies 2006; Youdell 2006; Erevelles 2011). Through this lens becoming a subject (subjectification), agency and choices are conceived as situational and relational acts that happen in epistemological, discursive, social, physical, bodily and economic matrix of asymmetries (Riitaoja 2013).

The data include 38 interviews of teachers and staff members conducted in two lower secondary schools in the Helsinki region in spring and autumn 2013. The data are collected in a larger ethnographic project that deals with marginalization and belonging in lower secondary education. The data were analysed by thematic and discourse analysis.

According to the results the discourse of student exclusion as self-chosen interplays with the discourse of enforced exclusion that it aims to problematize (because it is considered too simplistic). Although the

teachers and staff members often at some level recognise the meaning of for example racialized, ableist, class-related and normality structures, other students and teachers, and the history of the social relations in the exclusionary process, excluded students' actions of staying outside social relations in school are considered their independent and not contextual and relational choices. Moreover, excluded students' resistance is considered to make them complicit to their own situation. Thus, the responsibility of exclusion and the quest to change the situation is put on the shoulders of the excluded students instead of paying attention to the context, social web and situations where the possibilities of choices, subjectivities and positions in school are negotiated. Teachers' tendency not to intervene systematically seems to be related to the fear of patronising; the fear of misinterpreting student's position as excluded and the fear of oppress student's own will to stay outside. Such a fear is interesting in the context of school that constantly works as an institution of control and subordination. Teachers' and staff members' perspectives on exclusion as chosen and fear of intervening against exclusion in school can be understood within a framework where exclusion is considered an individual rather than a structural phenomenon (structural racism, notions of normality). The focus is on single acts instead of context. Social relations are considered to take place in a vacuum.

Selma Breitenstein, Institute of Behavioural Sciences, University of Helsinki:
How eight graders in Finland talk about and challenge structures of gender, sexuality and heteronormativity in the school context

In my Masters thesis I study how students talk about gender norms related to behaviour in school. I also study how students challenge gender roles and heteronormative structures. Furthermore I study how students reflect on heteronormativity and sexuality in the school context. The findings are based on how the students talk about the different issues and how they reflect on them. In the presentation the focus will be on how students challenge gender roles and heteronormative structures. I will bring up how some structures are excluding in school.

My Masters thesis is part of a project about marginalization and belonging in lower secondary education. The data in the project includes interviews with, students, teachers and staff members and the data was conducted in two lower secondary schools in the Helsinki region. In my thesis I used data from one school and I focused on student interviews (both individual and group interviews). The focus in is on a gender perspective.

The theoretical background in my study has a feminist poststructural framework. In the first part of the theory I present theories about gender, sex and sexuality from a societal perspective. Gender roles, Intersectionality, norms and heteronormativity are important themes in this part (e.g. Butler 1990; Ambjörnsson 2008; and Rossi 2010). In the second part I look at gender, sex and sexuality in the school context. Here important themes are heteronormativity, bullying, sexual harassment and name calling (e.g. Naskali 2012; Tainio, Palmu & Ikävalko 2010; and Lehtonen 2010).

The findings I am going to focus on are about how student challenge gender roles. The focus is especially on three girls that challenge and reflect on gender roles and heteronormative structures. The girls are annoyed about girl- and boy colours, toys, clothes and interest. The girls also criticise praxis and education in school related to sexuality. They say that other sexualities than heterosexuality are ignored or not taken into consideration in the education.

Finland is in the top of equality rankings in the world (The Global Gender Gap report, 2014). Gender roles, heteronormative structures and excluding environments are being challenged in school. Even though constructions in school are being challenged, the girls don't have any power to change the school structures. A problem is that it is hard to change the structures in school. My study shows that the school

system is unequal in many ways. The structures in society and the structures in schools create exclusion in the Finnish school system from a gender perspective.

Kristine Braanen, Sarah Rathke Nyhaugen & Kristin Skinstad van der Kooij. OAUC: Inclusion/exclusion in the education of newcomer pupils and their peers

This paper presents the results of two related research projects studying inclusion/exclusion in the education of newly arrived immigrant youth and their peers in Norway. The studies are based on ethnographic fieldwork, including participant observation and interviews. The data was collected in a lower secondary school in the greater Oslo area during the fall semester of 2015. The school receives pupils from two elementary schools as well as all the newly arrived immigrant and refugee youth in lower secondary school age in the municipality. The newcomer pupils are offered an introductory program in a special class from one to two years before being integrated into mainstream classes in their home schools. They are offered Norwegian language education as well as other school subjects. The goal is to equip them for integration into mainstream classes.

The first study analysed experiences of interaction with other students and participation in the learning environment of the school of the pupils in the introductory class for newly arrived immigrant youth. The second study analysed mainstream pupils experiences of interaction with the newcomer pupils in the same school. The studies are framed within the field of critical multicultural education.

Preliminary findings suggest that introductory classes for newly arrived immigrant youth are isolated to greater or lesser extent from the rest of the school population, youth in introductory classes and general classes have few opportunities to interact but they perceive the situation differently, the organization of the educational provisions for the newly arrived immigrant youth is not conducive to interaction among the youth and receiving newly arrived immigrant youth does not affect how the whole school is organized or developed in terms of providing an inclusive, intercultural and democratic learning environment for all students.

3) Upper secondary school practices and social justice. A large-scale study in nine Icelandic upper secondary schools

The symposium deals with a study entitled Upper secondary school practices in Iceland. Teaching and learning – student engagement and initiative, lasting from 2012–2017. Its main objectives are threefold:
1) To provide understanding of teaching and learning in upper secondary schools in Iceland and the moulding forces of their evolution. Special emphasis is placed on student engagement and their initiative as influenced by educational structures, administration, physical learning environment, curriculum and views within the institution.
2) To support development and innovation in upper secondary schools and in teacher education with the participation and consultancy on behalf of the research group.
3) To collect data that serve as a database for longitudinal research. The study also provides data available for Nordic and international comparison, especially to observe the impact of policy and focus on how systems, cultures, and actors in education enable and constrain justice in education.

We asked three overall research questions:
1. What is the spectrum of current practices in teaching and learning in Icelandic upper secondary schools and what do these practices indicate about the evolvement of the schools, with reference to educational structures, administration, physical learning environment and curriculum?
2. How are the views of educators and students related to school practices and development?
3. How do school practices succeed in engaging the students and fostering their initiative as well as ensuring students' educational performance and progress towards their educational aims?

The research design involves five interwoven strands: A. External and internal structures. B. Views on teaching and learning practices. C. Physical learning environment. D. Teaching and learning practices. E. Student engagement. In each strand there are specific aims and research questions.

The project comprises the main task of Team 7 of the Center of Excellence, Justice Through Education in the Nordic Countries. In this symposium, the authors present aspects of the project

Ingólfur Ásgeir Jóhannesson, University of Iceland, School of Education:
Introduction: The scope of the study
Presentation abstract

In this presentation, the aims of research are explained, as well as the scope of the study. Data consists of school and classroom observations, classroom photographs, and interviews with students, teachers, and administrators in nine of 31 upper secondary schools in the country collected in 2013–2014, a total 130 classroom observations and interviews with 100 individuals. It also consists of a survey data among teachers and students collected in 2008.

Jón Torfi Jónasson & Guðrún Ragnarsdóttir, University of Iceland, School of Education:
How social justice ranks in upper secondary education as reflected by the formal documents and the responses by the school leadership when interviewed
We will briefly discuss what forces we find that dominate the direction in which the school moves as seen by the reflections of the school leadership but also in the light of the formal documentation that is intended to guide a school's development. It can be argued (and contested) that the rhetoric of social justice, along a number of dimensions, is quite visible, even prominent in the formal documents on upper secondary education, i.e. in the legal statute on upper secondary education, and related statutes, in regulations and in the curriculum. When interviewed the school leadership expressed some commitment to these issues, at least in most cases. When analysing the content of the interviews from several different perspectives these issues seemed to fade somewhat into the background. In the paper, we will attempt to assess which issues that may be categorised as social justice issues, were retained in the discussion by the school leadership, and with which issues, that perhaps might undermine the social justice component they had to compete against.

Issues that might be classified as social justice issues and emerged in the discourse, were of many different types. They relate to the school setting (especially in rural areas). Also to the dropout problem which is considerable in Iceland. Moreover, to the diversity of the student population –referring to immigration, but more often to differential learning abilities or interests and in this context also to the importance of diverse assessment methods. With reference to the student intake, in one case, where the students accepted were all very able, the homogeneity of the student population was seen as a potential disadvantage. A related, but somewhat different issue, is that of the balance between academic and vocational programmes in the comprehensive schools.

Hafdís Ingvarsdóttir, University of Iceland, School of Education:
Teaching practices in the light of social justice in the Icelandic upper-secondary school
In the new Icelandic National Curriculum Guide from 2011 six fundamental pillars were developed which form the essence of the educational policy. These are: literacy, sustainability, health, and welfare, democracy and human rights, equality and creativity. Although the concept social justice is not used per se it is clear that the notion of social justice is underlying all the pillars and in particular the two last ones. Social justice supports a process built on respect, care, recognition, and empathy (Theoharais, 2007). Here it is suggested that teachers are the main agents of social justice in schools because they have the ultimate responsibility to navigate the curriculum and instruction with their students in the classroom (Lalas, 2007,

p.17). It is through the dynamic interchange of the learner, teacher, and classroom context that social justice in the classroom can be accomplished. It was therefore of interest to investigate how and whether teachers work towards the principles of social justice in the classroom. It can be postulated that the concepts of autonomy, responsibility, respect underlie classroom practices working towards social justice relating to both teachers and their learners. Icelandic teachers enjoy more autonomy then most of their colleagues. They have a free choice regarding teaching approaches, teaching materials and the responsibility for classroom procedures is theirs. They therefore have opportunities to implement methods and approaches which enhance student autonomy in cooperation with their students. The student voice literature argues that including students' perspectives yields a more democratic learning space that fosters positive student outcomes (Fielding, 2001; Mitra, 2004). Mutual respect is e.g. created through the demeanour of teachers toward their students and enhancing respectful manner amongst students. This present research project is divided into six strands. The strand which is in focus here is strand D. Teaching and learning practices, here in particular how teachers work toward social justice in the classroom. The research questions are: 1. Do the teachers in question succeed in working towards students' autonomy and foster their initiative. 2. What characterises teachers' demeanour toward their students? The presentation is based on classroom observations from twenty classrooms in academic subjects in the Icelandic upper-secondary school. As this is still work in progress the findings are not conclusive. There are, however, strong indications that teachers on the whole have not recognized the freedom they have in their choice of teaching approaches. The teaching was in most cases teacher centred and students as a whole did not have a voice. Hardly any examples of learner autonomy were observable. Very few creative assignments were witnessed (although some teachers claimed in the interviews that they occasionally did give such assignments). We did not witness open ended democratic discussions. However, the atmosphere in the classroom was in most cases pleasant and teachers were warm and friendly and their manner respectful. These findings indicate that traditional academic expectations and traditions make the teachers reluctant to hand over more power and freedom to students over their own learning; an approach which promotes social justice.

Anna Kristín Sigurðardóttir, University of Iceland, School of Education:
Student ideas about a good place for learning compared to the actual classroom arrangements
The aims of this paper are to shed a light on students' ideas about good learning environment (place for learning) and secondly to explore how the actual arrangement of physical learning environment fit with students' ideas. Pictures were used to learn about students' attitudes. Results indicated that the physical environment in the classrooms is rather traditional with students sitting at individual tables in rows and the teacher located in the front of the room. The students seem to acknowledge this arrangement as they know it best. They, however, most like an arrangement that allows them some flexibility or influences on the environment. At the same they dislike environment with limited possibilities to change or adapt to their own wishes.

Gerður G. Óskarsdóttir, University of Iceland, School of Education:
Upper-secondary students' initiative in their learning activities
The objective of the research was to throw light on upper-secondary school students' initiative in their learning activities, including discussions, individual tasks and group work. The research question emphasizes students' opportunities to enfold their ideas, choose their assignments or design the learning process.

The research is founded on theories concerning teaching and learning that emphasize student initiative and self-direction, including theories on individualized learning (Anna Kristin Sigurdardottir, 2007; Gerdur G. Oskarsdottir, 2003; 2014; Hargreaves, 2006; Tomlinson and McTighe, 2006), student empowerment

(Harvey and Burrows, 1992), student autonomy (Deci and Ryan, 1987) and student voice (Fielding, 2006; Rudduck, 2003).

Data collection included classroom observations in 130 academic and vocational lessons in nine upper secondary schools in Iceland and interviews with teachers and student focus groups. To analyze student initiative a three step classification scale was designed: the first step indicating inactive receiving of knowledge, following directions or solving one-solution tasks; the second one providing for some initiative and opportunity to choose among several existing solutions; the last one signifying self-direction and the possibility of exercising initiative, solving problems with no on-hand solution, and creative work. Initially teaching approaches were classified into three groups: whole class instruction, individual work and group work. The three step initiative classification scale was applied for each of these three groups.

The findings indicated that around half of the classroom observation time, as measured in minutes, fell into the first step category on the initiative classification scale, especially in the group of whole class instruction (75% of that group). Around a fourth of the observation time could be classified as the second step, mostly distributed between individual work and group work. Approximately, 20% of the time was codified as the third step, especially in group work (close to 50% in that group). The interviews reflected these findings. These outcomes will be analyzed further in the lecture.

Guðrún Ragnarsdóttir & Valgerður S. Bjarnadóttir, University of Iceland, School of Education: Actual or illusory? Student influence in selected upper secondary schools in Iceland, from the perspectives of school leaders and students

Democratic schooling and active engagement of students has been highlighted in the international education debate, and consequently, in a recent education policy in Iceland. This paper explores and compares school leaders' visions and the channels they think they create for student influence in school practices and how students themselves perceive their opportunities to influence.

The paper draws on semi-structured interviews with leaders and students from the nine schools that participated in the overall study, in all 21 leader and 56 students. The leaders were interviewed individually, while the students were interviewed in small groups. Possible improvements and complaints, which were discussed by students in the interviews, are of special interest to us and if and how they are addressed by the school leaders. After analysing the data, the schools more or less fitted the following three categories:

 a) a clear vision of student influence is neither discernible by the leaders nor the students (muted influence); b) a clear vision of leaders is not in accordance with students' perceptions (illusory influence); and c) a clear vision of leaders goes hand in hand with student perceptions (actual influence).

Our findings indicate that most of the schools fit the first category, where student influence is muted. There are few cases where leaders create or activate channels for all students to influence and that student experiences confirm this anticipated inactivity. Illusory influence, where there are inconsistencies between leaders' perceived actions and student experience, seem to quench student initiative to influence or express their concerns. When students experience that their voices are sought after and solutions developed collectively, the leaders have a clear vision, create interactive channels for student influence and seek for solutions. These findings stress the importance of school leaders' clear vision, structured interactive channels for actual influence, which are based on collective solutions. Our findings entail that this approach is an important way to support actual student influence and democratic schooling.

Ingólfur Ásgeir Jóhannesson & Elsa Eiríksdóttir, University of Iceland, School of Education: Technology and assessment: Change or stability?

This presentation is concerned with the views of a selected group of upper secondary school teachers towards change and how past and present forces impact the current practices in the schools (orðalag tekið

úr objectectives of the strand). From the overall set of data, we analyzed interviews with teachers of mathematics and the vocational subjects, six teachers in each group, from eight different schools across Iceland. The interviews are supported by observations prior to the each interview in the classrooms of 11 of these teachers.

We composed a device to analyze these views. The device consists of two spectra or dimensions that are placed in an X-form (or a cartesian grid of sorts), creating four quadruples which, however, are less important in themselves than the spectra. On the y-spectrum we placed the reasons for change. On top of it we placed changes that are decided as top-down, either from educational authorities or from authorities within the school as a school policy, and at the bottom changes initiated by the teachers themselves. Some changes are decided by groups of teachers and those changes we place mid-way on the spectrum. The x-spectrum concern how deep or far-reaching the changes appear to us, to the left we place changes that do seem peripheral, such as an adopting an electronic textbook instead of a paper one, but to the right we place changes which seem much more deep-set or central to the pedagogical beliefs of the teachers, such as far-reaching changes in assessment because of an increasingly diverse student population. The x-spectrum corresponds roughly to what Piaget and Kolb would explain as assimilation (shallow changes) and accommodation (deeper changes), the latter corresponding to possible changes in the professional theory of the teachers.

We focus in the presentation on the changes in technology, as they appeared as a large group to be placed on various places on each spectrum, and assessment, as such practices seem to be changing, sometimes deeply and sometimes not so.

4) Inclusive research as doing justice through education

The symposium is gathering different research projects and groups that are applying inclusive methodologies where people with experienced learning disability and professional academic researchers, work and produce scientific knowledge together. The symposium addresses how methodological practices in doing research together can work as empowering and learning spaces for justice through education. In the UN convention on the rights of people with disabilities (2006), there are demands on getting people with disabilities to participate and contribute in societies and have possibilities to self-determination in their life choices. Lives of people with disabilities are usually quite infiltrated by institutionalized service systems and professional practices in the traditions of care, help and support that they need. Disability rights movement, UN convention, international and national disability policies have widely admitted that the benevolent and philanthropic service traditions carry an unintentional culture of excluding people with disabilities from self-determinacy, participation and contribution and this culture needs to be changed. And, it should be changed with the people with experienced disabilities themselves. Inclusive research has been developed as a methodology to do that.

Diagnosis of "intellectual", "developmental" or "learning" disability has in history been taken as a "natural" cause of dropping out of education and positioning as a "patient" or "client" of social services, medical care and segregating special education. So, educational possibilities have been and still are quite limited for this group of people and, collaboration in academic research can be quite challenging. In the symposium we will give presentations and discuss on the research projects that are conducted with this orientation. We want to bring out and discuss questions that consider aspects of ethical dilemmas, knowledge construction and expertise in disability studies in general and in inclusive research methodologies in particular. "Nothing about us without us" is a known slogan in the field of disability studies but how is it working in research practices in empirical work, data analysis, interpretation and publishing the outcomes?

As the theme of preconference is "Actors of justice through education" our symposium is emphasizing the educational and empowering aspects of doing inclusive research and how the methodological practices can

work against marginalization and exclusion from active participation in society. Also, we argue that by the practices of doing research and in the analysis and interpretation processes of inclusive research it is possible to challenge and give new valuable perspectives for the canons of scientific knowing. We are proposing a symposium with three 90 minutes sessions in which we are presenting former and ongoing examples of research and inviting discussions on methodological questions. Following presenters are participating and presenting (not necessarily in this order) and, one session will be organized as a workshop on the artistic methods for expressing experiences and also for doing analysis and interpretations of research. The workshop will be planned and organized together with the participants later. In the workshop we are inviting all to experiment accessibility and alternative communication of academic knowledge.

Melanie Nind, University of Southampton:
Inclusive research as a site for lifelong learning

This paper explores the learning that goes on when people with learning disabilities are involved in inclusive research. Analysis of data from a series of focus groups involving inclusive researchers talking about the process of doing research together indicates that inclusive research is a rich site for learning. The focus groups took place in England and involved around 60 inclusive researchers working in different ways: people with learning disabilities leading their own research, academic and learning disabled researchers working in collaboration, and academics using participatory methods to include people with learning disabilities. The groups engaged in rich dialogue about their working practices, focusing particularly on what constitutes quality in inclusive research. Together we learned about the state of our art, took stock of our achievements and the ongoing challenges, and generated knowledge in a collaborative, dialogic process.

The Doing Research Inclusively, Doing Research Well? project data include educational narratives of learning in the arena of know-what and know-how about the process and products of inclusive research, as well as more transferrable interpersonal learning and development of problem-solving capability. Participants in the study had learned to occupy new roles and spoke of important and largely enjoyable learning journeys. In this paper, I situate such learning in the theoretical realms of lifelong learning, informal learning, and community learning. I make the case that engaging in inclusive research is an important educational opportunity and site for mutual learning.

Reetta Mietola, University of Helsinki:
Research 'on', 'with' or 'for'? Constructing ethically sustainable research

The paper discusses possibilities of doing 'inclusive' research 'with' people with profound intellectual and multiple disabilities (PIMD). This will be done in the context of ongoing ethnographic research project 'People with profound intellectual and multiple disabilities and a good life' (Academy of Finland, 2014-2018). Data of the study has been produced during ethnographic fieldwork, by following everyday living of 6 participants with profound intellectual disability. A researcher was participating in each participant's life for a period of 3-4 months.

Methodological approach of our study could be characterised as ethnography informed by inclusive research. The paper will discuss whether and how principles of inclusive research can be applied in study including people with PIMD. It will also describe how we have 'tailored' our research practice by drawing from different disciplines and methodological traditions.

The paper argues that instead of positioning studies as either 'research on' people with intellectual disabilities (traditional disability research approaches) or 'research with' people with intellectual disabilities (inclusive research), we should look in detail at the multiple ways how the ethical and political commitments of the study get materialised in the research practice. This argument will be demonstrated by describing our approach of doing 'research for' people with profound intellectual disabilities.

Ann-Marie Lindqvist, University of Helsinki:
Research with people with learning disabilities on equal basis- possible or not?

Our society is formed on the concept of the Nordic social welfare state model and the legislation emphasizes the rights for service users´ participation and involvement. Finland has not yet ratified the Convention on the Rights of Persons with Disabilities but will do so hopefully during 2016.

The interest in my research is how the goal of participation appears in the everyday life within service units. I am especially interested Ruth Lister's understanding of lived citizenship, understood as the meaning the citizenship actually has in the persons' lives and the ways in which the social and cultural background and material circumstances affect their lives as citizens.

The thesis follows a tradition of research in social work that studies the living conditions of people in vulnerable positions and draws attention to their agency in everyday life as well in research. Knowledge production has been made in collaboration with a group of people with learning disabilities. As members of the research group they chose interview questions and the ones of the service users I interviewed. Two of the members were interviewing other service users and the research group took part in analyzing the data material.

The study shows the fact that both the professionals and the service users are trying to find new roles and new positions. Individual plans and discussions with staff on an everyday basis are ways for the service users to have control over their everyday life. However, as service users they are unsure of their rights and obligations. Furthermore, the persons are not always included in the discussions relating to them.

The research emphasizes the importance of research that is accomplished with the practice, in the practice and for the practice. It also emphasizes the importance of the knowledge production on a democratic and equal basis. In this paper I would like to reflect on methodological issues and how to make the research process as equal as possible between the researcher and the co-researchers.

Kristín Björnsdóttir, Guðrún V. Stefánsdóttir, Ragnar Smárason and Helena Gunnarsdóttir:
How to start? Planning an inclusive research project

Our presentation is based on long time process of developing possibilities for inclusive education and research with people with intellectual disabilities in the University of Iceland, School of education. Disability studies is a strong field of research now a days in our university where we have had for example a longitudinal inclusive life-history research project, developed a university program for people with intellectual disabilities which is located in our department and is built on inclusive education settings and also, there is a disability studies course in which the students with intellectual disabilities do inclusive research with the other students at the university.

In our presentation we focus on collaboration between a university teacher and a group of self-advocates with intellectual disabilities. It describes the process of planning an inclusive research project that has the aim of exploring how self-advocates can promote their rights and provide community support for people with intellectual disabilities. The research project follows an inclusive research paradigm that allows the participants to be involved in the entire research process instead of being viewed as passive research subjects. We will describe how inclusive research traditions allow for increased participation and power by disabled people over the research process as a whole with an aim to improve disabled people's lives. Furthermore, we will describe how we planned the research, how decisions were made and how we plan to carry it out. We will also address some policy and ethical related issues and ask how our project complies with the municipality policy on service users' participation and whether the benefits of the research to the self-advocates and other participants are greater than the risk. Although our intensions might be honoriable and our quest for social justice righteous, it is always important to remember that the self-

advocates and other participants with intellectual disabilities are providing information not only about their lives but also the services that they rely on in their daily lives.

Petra Tiihonen and Petteri Kukkaniemi (with others):
Inclusive Research Network in Finland

In Inclusive Research (IR) persons with intellectual disabilities study how other disabled people feel about matters important to them. The aim is to gain information about the lives of disabled people as told by themselves. The original idea for IR comes from National Federation of Voluntary Bodies in Ireland. Through co-operation The Inclusive Research Network was assembled in Finland in 2010. Network members reflected upon research guidelines and ethical issues together in workshops. Peer researchers jointly settled upon the research subject , 'Human Rights of People with Intellectual Disabilities'. The study was conducted as interview research in 2011. Inclusive Research Network published a new study in 2013 on work-related issues. In 2015 Inclusive Research Network is studying personal assistance.

During the past five years the Inclusive Research Network strengthened participation and raised awareness of rights. The network gave new tools and ideas for people with intellectual disability, their supporters and staff to increase possibilities for lifelong learning. Inclusive Research is an innovative approach to learning and sharing of skills. The tools and supports shared in Inclusive Research will promote empowerment, social inclusion and integration. Inclusive Reserach is one way to make the voice of persons with disabilities heard in the society and it also creates opportunity for lifelong learning and implementation of human rights.

Minna Haveri, Kettuki Support Association for Disabled Artists:
PART – Participation and art: Inclusive artistic research

I am working as an academic researcher in a project managed by Kettuki (Support Association for Disabled Artists) in which my co-researchers are artists with learning disabilities. The aim of the research and development project is to increase and study the inclusion of people with special needs in art and through art. The approach of the project is an inclusive workshop of contemporary art, the Art Lab, in which participant experiment with art. They study and reflect on the surrounding world and their feelings by utilising the multisensory and multimethod strategies of contemporary art.

In the words of Wittgenstein: "The limits of my language mean the limits of my world". The situation of artists with special needs is often defined by other people and the structures of society. Art provides a possibility to examine one's relationship with the world. Art is a language for direct communication without words. In the project, we develop the terminology and grammar of artistic expression together from participants' own point of view. The objective is to create favourable conditions for producing interesting and meaningful contemporary art.

Art made by artists with learning disabilities has long been controlled by guidelines and established practices. It consists of activities planned and carried out by others, in which these art makers are allowed to participate. Passive participation does not mean inclusion. In our project, we aim for equality. We encourage artists with disabilities to develop artistic thinking that constitutes insight free of stereotypes and conventions. Without thinking that is open to the world it is impossible to create works of art that also enable the viewer to think and see differently. Art made by people with learning disabilities brings visibility to lifeworlds that are new and different to many of us. Many of them have a rich inner world. By bringing visibility to these worlds, the project enriches and diversifies the entire cultural field, also beyond this art form that is considered marginal.

Artists with special needs have the will and resources to influence their work and life but they need special support in formulating their hopes and making decisions. In our project, we are studying ways in which artists can examine their own activities and control their direction.

Parallel workshop: Inclusive research as doing justice through education

The last session in the symposium "Inclusive research as doing justice through education" is organized as a workshop on the art based methods and "fun methodology" for expressing experiences and also for doing analysis and interpretations of research. In the workshop we are inviting all to experiment accessibility and alternative communication of academic knowledge. Workshop starts with shortly presenting two examples of studies that has been utilizing cartoon and music in doing research. The participants of the workshop can then choose whether they want to have a short experiment in music workshop or in cartoon workshop.

Performing disability in music teacher education: Extending the discourse of diversity (Tuulikki Laes, Sibelius Academy of the University of the Arts Helsinki, Finland Kaarlo Uusitalo, Jaakko Lahtinen and Marlo Paumo, Special music centre Resonaari)

The presentation gives us an example how to music can empower people to express their own expertise and create new spaces for inclusive action. The musicians are participating in a piloting training program that allows them for performing active citizenship in a meaningful way through music. Performing as visiting teachers in different settings is a part of their training. In her research project, Tuulikki Laes argues for this kind of action to enhance inclusion and diversity in music teacher education and beyond, to have an effect in general beliefs and attitudes regarding musicianship. In this workshop everyone gets to make music – music is for all!

Experienced Citizenship. "Ordinary life" in cartoon panels. (Katariina Hakala, Irmeli Vuotila and Jenny Eräsaari)

The presentation is about the working process of the research group "Experienced citizenship" with disability service users and how the cartoon workshops were used in the process. The presentation gives us an example of Irmeli's life history cartoon manuscript in three panels and, invite participants to experiment cartoon as a media of representing research.