# Rethinking Pathways towards Inclusion in Education

**An analysis of more than 70 perspectives, practices & strategies from #Multinclude Database**

# Technical Fiche

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## Published by

Knowledge Innovation Centre

## Publication date

May 2020

## ISBN

## Edition

First edition

## Multiplying Evidence based Strategies for Inclusion in Education

#Multinclude intends to help educational organizations to deploy strategies to create inclusive environments for youth in order to develop their sense of belonging in school, their communities and society.

## Analysis of case studies in the #MultInclude database

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## Foreword and review

Foreword by Dr. Frank Tuitt, Professor of Higher Education at the University of Denver, United States.

Reviewed by Dr. Marjolijn van der Klis, Chief Diversity Officer at the Ministry of Education Culture and Science.

## Multinclude Partners

**Malmo University**

**Kinderbüro Universitat Wien**

**Associazione Dschola Le Scuole per Le Scuole**

**Knowledge Innovation Centre**

**ESHA - European School Heads Association**

**The Hague University of Applied Sciences**

**Echo - Expertisecentrum diversiteitsbeleid**

# Preface

The #MultInclude project provided us a great opportunity to build a database of cases with Ideas for Inclusion in education. The #MultInclude database could not have been developed without the input and commitment of all case providers of institutions and organisations in and outside of Europe. We are grateful for the time and valuable insights we received in the process of identifying and interviewing case providers.

Although we share differences in context, language, education systems and policy we do have a common goal: a determination to increase opportunities to create successful pathways for all, to enhance inclusion in education, a sense of belonging for students and staff in different learning environments in and outside the education space and to make sure that all students are encouraged to celebrate their identity and heritage. Through the #MultInclude project we learned that there is a vibrant European and global community of engaged volunteers and professionals who are keen to share experiences and learn from others. The cases however show that inequities in educational opportunities are unfortunately not an exception to the rule. In some contexts, they are even part of a harsh reality. It is for these reasons that opportunities to better navigate and persist in existing education pathways and learning environments are necessary means to truly create equity and inclusion in education and upward mobility in society.

> **"Although we share differences in context, language, education systems and policy we do have a common goal."**

We are very grateful for the support and valuable advice of Frank Tuitt to the consortium and for writing the foreword of this publication. We are equally grateful to Marjolijn van der Klis who contributed as the reviewer of the report. Frank Tuitt is a Professor of Higher Education at the University of Denver in the United States. Marjolijn van der Klis is the Chief Diversity Officer of the Ministry of Education Culture and Science in the Netherlands and Senior Policy Advisor at the Higher Education department of the ministry.

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# Foreword by Frank Tuitt

#Multinclude - Making Excellence Inclusive in Education

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In different parts of the world, multicultural coalitions have been mobilizing to bring about awareness of growing educational disparities where secondary and postsecondary institutions have not yet figured out how to provide equitable learning outcomes for students from minoritized backgrounds. The unfortunate reality, for many racial and ethnic, migrant, and other minoritized students, is that the search for access to inclusive and equitable higher education learning environments remains elusive.  Though these students and the families they belong to view education as the great equalizer, their dreams are continuously being deferred as they are subjected to traditional educational practices, unwelcoming learning  environments, deficit-based macro and micro aggressions, and educators – who have not been adequately trained to teach children who do not share their cultural background.

It is in this challenging context that this **#MultInclude report offers a response to this dilemma and gives some guidance as to how educational systems, institutions, and practitioners can make excellence inclusive while providing access, equity, and success for students with racial, ethnic, and other minoritized backgrounds.**

Drawing on the analysis of over 70 cases collected by the consortium of the EU funded project #MultInclude, **this report offers important insights as to how institutions across the educational spectrum can begin to transform their learning environments into more inclusive organizations that provide access and equity for ALL students regardless of their prior lived experience or cultural background.**

According to the University of Denver's' Center for Multicultural Excellence: "Inclusive Excellence (IE) is the recognition that a Higher Education Institution's success and vitality is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. More than a short-term project or single office initiative, this comprehensive approach requires a fundamental transformation of the institution by embedding and practicing IE in every effort, aspect, and level of the organization (unit, department, & class). The goal is to make IE a habit that is implemented and practiced consistently throughout an institution."

In alignment with the inclusive excellence framework, **this #MultInclude report challenges educational institutions to move from rhetoric to action by involving the entire organization in the work of infusing diversity and excellence (Milem, Antonio, & Chang, 2005).**

This involves the purposeful embodiment of inclusive educational practices toward multiple student identity groups by:

- Focusing on student intellectual and social development and offering the best possible course of study for the context in which the education is offered;

- Developing and utilizing organizational resources to enhance student learning. While challenging and supporting each student to achieve academically at highest levels;

- Paying attention to the cultural differences students bring to the educational experience and leveraging those rich diverse experiences to enhance the learning environment;

- Creating a welcoming community that engages all of its diversity in the service of student and organizational learning (AAC&U, 2005).

Accordingly, **this #Multinclude report acknowledges the importance of paying attention to the whole student and identifies important considerations for centring inclusive and equitable practices that are designed to take into account a variety of factors impacting the success of historically underserved students.**

*Why make Excellence Inclusive in Education*

**This #MultInclude report persuasively exemplifies the urgency surrounding the need for educational institutions to make excellence inclusive noting that European countries have experienced significant influx of migrants and refugees which has had a big impact on the public opinion and the level of respect and appreciation for certain diverse groups in society.** Specifically, the report identifies the following trends as important considerations for why educational institutions need to make excellence inclusive:

- Concerns regarding social foundation of the European Community.

- Demographic Imperative: shifts in the diversity of students seeking access to high quality education which has necessitated the identification of new models of education.

- Evidence that quantitative diversity is not a guarantee for equal opportunity in education and at the labour market.

- The need to move from policy, to practice, to success to stem persistent social and educational inequities.

**Foreword by Frank Tuitt**

In an effort to address these trends, **this #MultInclude report provides some direction to help educational institutions guide and assess their efforts to promote and achieve inclusive excellence.**

*Moving from Theory to Praxis*

Making excellence inclusive requires that educational institutions are drawing upon tested evidence-based frameworks and practices to drive institutional change efforts. For example, Williams et al. (2005) propose the Inclusive Excellence Scorecard which consist of five dimensions —access and equity, diversity in the curriculum, campus climate, student learning and development, and organizational transformation. While many of the recommendations in this report align well with the above dimensions, the authors recognize the importance of honouring the local context in shaping transformation efforts. These recommendations cannot be simply downloaded and implanted. Careful attention needs to be paid to your specific dynamics of your institutional context. Overall, by recognizing the importance of having an operational framework to guide institutional transformation efforts, **this report has the potential to radically shape the educational experiences of historically marginalized students.**

Finally, another important finding of this report is that in order to make excellence inclusive educational institutions seeking to create optimal learning environments for student with racial and ethnic, migrant and other minoritized backgrounds need to move from a narrow focus on best practices to the development of equity-minded practitioners. Equity minded practitioners recognized that:

- Clarity in language, goals, and measures is vital to effective equitable practices.

- "Equity-mindedness" should be the guiding paradigm for language and action.

- Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness of our pedagogical decisions.

- Equitable pedagogical practices are utilized to accommodate differences in the contexts of students' learning—not to treat all students the same. (Whitehead, 2015).

Moreover equity-minded practitioners recognized that students arrive to educational institutions with multiple and intersectional aspects of their identity that shape how they experience and behave (as well as the overall sense of belonging) in the learning environment (Tuitt, 2016). In conclusion, **this #MultInclude report demonstrates that if educational institutions are to have any chance of Making Excellence Inclusive, they must be resilient in their effort to construct inclusive, affirming and equitable learning environments to avoid failing the students with racial and ethnic, and/ or migrant and other minoritized backgrounds who show up in their classrooms and institutions (Tuitt, 2008).** That is the challenge facing educators around the globe today. Fortunately, for us, this #MultInclude report provides some valuable guidance as to how we can meet it.

**Foreword by Frank Tuitt**

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...in order to make excellence inclusive educational institutions seeking to create optimal learning environments for student with racial and ethnic, migrant and other minoritized backgrounds need to move from a narrow focus on best practices to the development of equity-minded practitioners.

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# Executive Summary

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In January 2018 the EU funded project #MultInclude, which stands for Multiplying Evidence Based Strategies for Inclusion started with a consortium of seven partners from different regions of Europe. These partners, who each worked within different educational sectors, aimed to develop a database with evidence-based ideas for inclusion in education. This data base can be found here. The project was conceived to promote, develop and disseminate some of these ideas, thus creating educational pathways that are more inclusive and more successful for children and students in different stages. #MultInclude collected data from over 70 cases that were selected by their regional partners and proceded to interview the case providers and analyse the cases based on a carefully created template. The cases were mostly structured around the following goals:

## 01
Creating opportunities and facilitating access to (tertiary) education.

## 02
Increasing retention, success, study motivation and sense of belonging for children and students.

## 03
Changing policies to fit a more inclusive perspective.

For that reason, this report is particularly interesting for teachers that are searching for ways to make their classrooms and institutions more inclusive. This report is similarly interesting for policy makers on (inter)national levels as well as regional levels, and also for researchers who work in the field of inclusive education. Because of the many factors that contribute to the success and level of impact of a project, inclusive education cannot be guaranteed by one separate intervention or strategy alone.

Based on the analysis of the #MultInclude cases strategies should ideally be a combination of Context, Coherence & Commitment and Content. These 4C's are interrelated and complementary variables necessary to develop strategies for improvement. Context relates to four identified approaches to impact interventions of inclusive practices. Coherence & Commitment are preconditions to ensure sustainable impact and Content relates to the identified conditions to improve the learning environment.

After a thorough analysis of the cases we recommend four approaches that contribute to impactful educational interventions of inclusive educational practices. These four approaches underlie a notion that is a necessary condition for all four approaches, namely: **Collaboration.** In addition, the **value-based perspective** is a foundational driver for success. The value-based perspective focusses on indicators of success in terms of accelerators for change, rather than on measurable effects such as early school leaving rates or study success rates. The main benefit of such a perspective is that it takes intentionality into consideration and highlights the differences between initiatives and how they are valued in complex ways by different people.

The first approach is the **color brave approach.** The color brave approach is an approach and condition that urges the acknowledgement of (cultural) differences, which is particularly important in relation to the tension between generic - and specific policies aimed at inclusive education.

The second approach is the **holistic approach,** which is centered around taking different facets of student life and their societal context into consideration. By looking at both study environment as well as private and family context of the students, this approach tries to provide support within all these environments and contexts.

The third approach is the **intersectional approach,** which can increase the understanding of what elements of a project are important to specific and sometimes overlapping target groups. In this approach in-group differences are thus taken into account. Dimensions such as socio-economic background, gender, religion, (mental) health and so forth can create divisions in education systems and in society and must

therefore be considered carefully, while bearing in mind the reality of how these identities manifest in different educational institutions.

Finally, the **pathway approach** shows that many cases in the #Multinclude database aim to increase educational success by developing equitable and realistic pathways to education as well as within educational systems. The data shows that there are many ways in which the pathways can be designed to guide the students towards success in education from primary all the way to tertiary education. Some of the cases involve collaboration with policymakers and grassroots organizations or NGO's and these cases show that these collaborations can make a great impact.

In general, a lot of the cases place emphasis on collaboration and peer-learning, making the participants active agents in their own learning process and thus increasing their sense of belonging. In addition, setting up support structures in which pupils cultural backgrounds are taken into account can also help increase the sense of belonging.

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**"…the increasing diversity in society calls for education institutions, local and national authorities to develop policy and practice to provide solutions for growing gaps in access to (tertiary education), gaps in educational success and gaps in career opportunities."**

In this report another important finding is that in the process of increasing the sense of belonging at educational institutions two other concepts are key: inclusive excellence and theory of learning. Inclusive excellence is the recognition that an educational institutions success and vitality is dependent on their ability to make excellence inclusive. It consists of five dimensions: equity, diversity in the curriculum, campus climate, student learning and development, and organizational transformation. For institutions to reach inclusive excellence, learning environments and conditions are fundamental. The theory of learning positions three important learning environments: the social environment, the pedagogical environment, and the physical environment. The interplay between these learning environments and the following learning conditions: learning through a holistic approach, learning and language, and bridging gaps, make for important dimensions of educational inclusivity.

In conclusion, the increasing diversity in society calls for education institutions, local and national authorities to develop policy and practice to provide solutions for growing gaps in access to (tertiary education), gaps in educational success and gaps in career opportunities. With small investments, the analysed cases can be replicated and scaled up in different contexts with small changes to the specific conditions of those new contexts. By using the four approaches to look at possible interventions in education, we can learn from the cases in the database and work towards new and successful ways of making education more inclusive and successful.

# Multiple dimensions of #MultInclude

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# 3.1.
# Introduction

Making education more equitable and inclusive is an important aim for many countries in and outside of Europe. The increasing diversity in society - whether due to demographic changes, technological changes, socio economic differences in combination with unequal opportunities and systematic exclusion in society - are reasons for education institutions, local and national authorities to develop policy and practice to provide solutions for growing gaps in access to tertiary education, gaps in educational success and gaps in career opportunities. There is a need for sustainable solutions that address the needs of all individuals and communities to be successful in existing systems and institutions. Those solutions relate to the respective worlds and communities of youth in Europe on the one hand and the changing context due to external developments, such as more competitive and globalized economies, on the other hand.

The changing context, whether driven by political, societal or economic factors, influences the complexities in society in general and education in particular. Making education inclusive is therefore not only about improving education and cannot only be achieved by education providers.

- Creating inclusive pathways in education for all in current European societies requires a comprehensive and holistic strategy with multiple regional partnerships.

- Dedicated public or private resources.

- Structural and intentional monitoring.

- Data collection.

- Successful programs and methodologies to enhance learning and teaching.

This report highlights the results of an analysis of over 70 cases collected by the consortium of the EU funded project #MultInclude, which stands for Multiplying Evidence-Based Strategies for Inclusion. The cases are a reflection of the sectors and networks that all the different partner organizations that are part of the #Multinclude project, are situated in. The #MultInclude partners are convinced of the importance of multiple inclusion needs and analyse how education can strengthen youth, students, teachers and faculty in schools and universities to enhance inclusion in a changing society. This vision is based on the work of partners in the consortium within their respective countries, networks and the work they do nationally and internationally.

It is important to look into all of these different good practices as well as emphasize the various methods, practices, pathways and perspectives that are important to be mindful of when the ambition is set to make educational institutions in Europe more inclusive. Therefore, the aim of this report within the #Multinclude project is to shed light on academic concepts and frameworks that are important to understand, value and contextualize the successes of all of the different cases of inclusive education within their respective contexts and in relation to each other. This is particularly important since they are all situated within different regions and educational sectors across Europe and the world. For that reason, this report is particularly interesting for teachers that are searching for ways to make their classrooms and institutions more inclusive, for researchers in the working field of inclusive education but also for policy makers on (inter) national levels as well as regional or institutional levels.

In this report, this current chapter presents the multiple dimensions of the #MultInclude project by elaborating on the scope of contextual dimensions related to inclusion in education in the EU. These contextual paragraphs are meant to present the different angles and points of departure for this analysis. Chapter 3 elaborates on the methodology chosen for this analysis. Although all cases that are part of the #Multinclude database are considered good practices of inclusive education, some show particularly interesting potential for implementation

in different contexts. Therefore, Chapter 4 provides an analysis and summary presentation of seven highlighted cases. All partners in the #Multinclude consortium selected one case from their own networks that would be highlighted in this chapter. Chapter 5 presents a typology of all the different case studies and the most important findings from the entire database. Chapter 6 focusses on #MultInclude and the urban context. In chapter 7, the theory of learning is presented with references to specific cases. The cases are referred to throughout the analysis in italic. However, for more in-depth information about the individual cases please have a look at the #Multinclude website. This will be followed by conclusions and recommendations in the last chapter.

## 3.2. IDEAS and #MultInclude

#MultInclude builds upon the experiences and analysis of a previous EU funded project: IDEAS (Identifying effective approaches to enhancing the social dimension in Higher Education). With both EU funded projects more than 125 cases were collected from different parts of the world with the aim to provide concrete and tested ideas to enhance inclusion in education. Most of the cases described in these databases started as a response to inequities in society, to a growing diversification in respective national or regional contexts or as a response to policy reform. IDEAS focussed on tertiary education and #MultInclude on a broader variety of education

providers, formal as well as informal and non-formal education. In both cases building a database - a platform to provide access to existing and promising practices for a broad audience in and outside education is the key.

For years now most EU countries are committed to improving the social dimension within their countries and within their (higher) education system. The role the European Students Union, ESU, took in the Bologna Process lead to the development of ministerial goals on the area of diversity, representation and the social[1] dimension. Diversity and the social dimension however have a different meaning in different contexts. One of the main conclusions of the IDEAS analysis is the major importance and relevance of understanding context. This conclusion also resonates in the cases of #MultInclude. Understanding the respective context of a case is equally important in combination with the provided data and narratives on activities and methodologies used in practices.

ECHO was also responsible for the analysis of the cases in the IDEAS database which lead to a report and a policy paper with the title Making Inclusion in Europe a reality (#Multinclude n.d.). Reflecting on the IDEAS analysis in retrospect and the current analysis of #MultInclude cases, a few observations should be mentioned. Making inclusion in Europe a reality is an ongoing challenge and it is therefore very encouraging to learn how many organisations have developed very intentional (grassroots) initiatives to make education in their communities more inclusive. Some of these cases are brave and bold in their intentions and activities, for instance one of the highlighted cases in Italy, Café Latte (paragraph 4.2). Another observation is the strong emphasis in IDEAS that was put on the evidence base of cases. This was an important indicator and 'lens' that was used in assessing and analysing the cases.

Although the evidence base was an important indicator in the detection of cases for #MultInclude, in analysing the cases the evidence base seemed not to be the most important indicator of success. What seems more important in the foundation of the design and the execution of cases is a value-based perspective embedded in programs, as part of the pedagogies and especially in prioritising the learning of students above economic imperatives. In #MultInclude this value-based perspective (paragraph 2.4) is a foundational driver for success in addition to other approaches described in this analysis. The last observation is the importance of collaboration. Making education inclusive is not possible without collaboration on many levels, and that was equally important in IDEAS as well as in #MultInclude. In this analysis the aim was to identify successful strategies for schools to enhance inclusion in education. This analysis will conclude with four approaches rather than a blueprint for successful strategies. The presented approaches have in common that collaboration within and outside of the education system is an important condition to develop successful means leading to more inclusion in education.

**Multiple dimensions of #Multinclude**

[1] http://www.ehea.info/pid34436/social-dimension.html

## 3.3. EU goals in education

For the first time in its history, in the aftermath of the global financial crisis, the European Union defined headline targets in the field of education in 2010 to be achieved by 2020 (European Commission, 2010). Those headline targets are aiming to increase the percentage of the population aged 30 to 34 to have completed tertiary education ISCED levels 5 and higher (currently at 31%) to at least 40%, as well as to reduce early school leaving rates to a maximum of 10% (currently 15%). The current working definition of early school leavers is those that have not completed at most lower secondary education. The original idea behind the development of these EU targets was to incentivise young people to continue their studies and obtain a qualification that corresponds to labour market needs (School Education Gateway n.d.). Tertiary level qualifications are increasingly required, although not necessarily at a university level. For this reason, the EU developed the Youth Guarantee in 2016 (European Commission, 2016) to support all young NEETs (people Not in Employment, Education or Training) to complete higher levels of education.

The European Commission Thematic Working Group on Early School Leaving published their final report in 2013 (European Commission, 2013) with key policy messages on reducing early school leaving. In this report, they present a holistic framework with key policy messages focussing on prevention, intervention and compensation. According to the thematic working group, "Early school leaving (ESL) is a multi-faceted and complex problem caused by a cumulative process of disengagement. It is a result of personal, social, economic, educational or family-related reasons. Schools play an important role in addressing ESL but they cannot and should not work in isolation. Comprehensive approaches that focus on the root causes of ESL are required to reduce ESL. Reducing ESL can help support the integration of young people into the labour market and contribute to breaking the cycle of deprivation that leads to the social exclusion of too many young people."

In 2016, the European Union (European Commission, 2016) identified inclusion in education as an important means of social inclusion and defined inclusive learning provisions as a policy priority. In this report, the EU communicates a sense of urgency to increase equitable opportunities to high-quality education since "Europe's prosperity and way of life are based upon its greatest asset: its people." Economies cannot prosper without human capital. Education is an important means to develop a labour force with the skills and knowledge to meet present and future demand of professionals who are prepared to work in highly innovative and globalizing economies. Like other continents, Europe also faces inequities in providing affordable and accessible pathways to tertiary education. Disparities caused by socio economic background, by religious, migrant and ethnic background,

health, and mental conditions, as well as by gender and other stereotypes, are creating divisions in education systems. The above mentioned 2016 EU report states that at the present, European education systems are not effective enough in using their potential human capital. Demographic changes, social justice and social fairness arguments as well as economic imperatives are a combination of reasons why Europe's agenda for inclusion in education is more important than it ever was. This raises an important question:

## What type of policies, strategies & practices are needed to create more effective & equitable educational systems?

## 3.4. Early School Leaving (ESL)

There are differences across Europe in access to basic skills in reading, math and science according to OECD's PISA surveys. For the EU, it is a major challenge to address the general differences in educational performances within the EU. But it is also challenging to deal with the inequities between different groups in the respective societies. In the earlier mentioned report of the working group on Early School Leaving, Eurostat data shows the ESL rates per country in 2009, 2012 and projected targets for 2020. The data is differentiated for males and females, as well as for native born,

foreign born, from within and outside of the EU.

Currently, the definition of ESL is more focussed on schools and their role in supporting children in becoming independent individuals. Although there is debate about measuring ESL, data shows that except for a few EU countries ESL numbers in most countries decreased in the period from 2009 – 2012. However, not all countries expect this trend to continue from 2012 to 2020. The EU target for 2020 is to aim at ESL rates lower than 10%. In 2012, in almost all EU countries the ESL rates of females were lower than those of males. In that same year, in almost all countries the ESL rates among foreign born students were higher compared to native born students. In some countries, ESL rates of foreign-born students outside of the EU are (much) higher than foreign born students from one of the EU countries (Belgium, Greece, Spain, Italy, Austria, Sweden, Switzerland). In a few countries, ESL rates of foreign-born students from the EU are a bit higher compared to ESL of foreign-born students from outside the EU (Ireland, France, Cyprus, Netherlands, UK, Norway).

Differences in ESL performances between native born and foreign-born students, between males and females and differences in socio economic backgrounds all indicate that there is a lack of inclusion in education. A growing share of early school leavers is not desirable for society in general. Not all education systems have alternative pathways to re-enter education and still continue to tertiary education.

This can result in a growing socio-economic divide in society, less upward social mobility, less mobility within the context of the labour market and a decline in the expected number of graduates from tertiary education. The earlier mentioned report of the European Commission Thematic Working Group on ESL (European Commission, 2013) provides examples of evidence-based policies to counter ESL, including both data collection and monitoring as well as comprehensive strategies to reduce ESL. These strategies focus on different stages in the educational pathway, all with the aim to reduce ESL through prevention, intervention- and compensation activities. The evidence-based policies are implemented on a system level and were often initiated as part of national or regional government policy. To reduce ESL in secondary education, national public policy, comprehensive strategies and funding mechanisms are necessary but are apparently not good enough to systematically lower ESL for students in general and marginalised or underrepresented groups more specifically.

**So, to enhance success in education and foster inclusion it is important to focus on providing youth and students with the necessary support that meets their demands.**

Traditionally, underrepresented based on gender of cultural minorities, populations with lower socio-economic backgrounds or lower educational backgrounds of parents, are less likely to achieve relative educational success.

However, since the definition of underrepresented groups often relates to judicial recognized minorities – it is important to note that not all of those groups are necessarily also underserved. For example, although males are legally not considered as minorities or underrepresented within our western societies, as mentioned in the previous paragraphs, the retention and ESL rates show that males underperform within our educational systems. This shows that unrecognized minorities, or even traditional majority-groups, can be underserved as well. For that reason, there is no single or separate intervention that leads to impact since there are many different groups outside of the traditional minority groups that need different levels of support or resources in the process of fostering equity in education.

With regards to the analysis of the cases that are all part of the #Multinclude database, it is thus important to think of what it means to create truly inclusive environments for all students – even for those target groups that are not necessarily considered as traditional minorities. Therefore, a strategy for successful attainment, by lowering ESL in secondary education or increasing retention in higher education, should go beyond traditional underrepresented groups. These strategies for successful attainment focus on a combination of elements linked to the system of education, elements of school or institutional climate, elements related to the learning environment, the quality of teachers and lecturers as well as the context of students' lives and social environments.

## 3.5. Evidence-based practices & success

#MultInclude aimed to develop a database with evidence-based ideas for inclusion. #MultInclude was conceived to elicit, promote and disseminate some of those ideas that were developed in different parts of the world, yet mainly in Europe. Most of the cases in the database are a source of inspiration with the aim to create equitable and realistic pathways in education, to increase educational success in secondary and tertiary education, to make curricula and therefore learning environments more inclusive - which also asks for inclusive pedagogical skills. Thus, with small investments cases can be replicated and scaled up in different contexts with small changes to the specific conditions of those new contexts. All cases ultimately aim to make educational pathways more inclusive (quality) and more successful (quantity) for children and students in different stages. The qualitative goal for success is to create a sense of belonging – which means that children and students feel like they belong and are valued within their institutions – in different learning environments for all. The quantitative goal for success is graduation rates in secondary and tertiary schools in combination with access and transfer rates to secondary, tertiary, and graduate education. Even cases with a focus on enhancing pedagogical skills or communities of practice are ultimately aiming at both successful graduation and enhancing children and students' sense of belonging.

The focus on evidence-based ideas for inclusion means that the cases in #MultInclude are tested educational practices that can be implemented, adapted and upscaled in new contexts. In a publication, Biesta shares his concern about the expectations of evidence-based practices between action and consequences and sees value-based practices as an alternative. Value-based practices "take into consideration the limits of knowledge, the nature of social interaction, the ways in which things can work, the processes of power that are involved in this and, most importantly, the values and normative orientations that constitute social practices such as education" (Biesta 2010, 491-503).

In relation to the analysis of the #Multinclude database, it is therefore interesting to look at these cases from a value-based instead of evidence-based perspective. This way, the impact of the different cases can be understood within their respective contexts since valuable unintended outcomes of the project can be regarded just as important as the initial goals. Although not all 70 cases in the database can prove success yet or have shown the desired impact and sustainability at the time that case providers were interviewed, this approach still makes it possible to learn from the presented practices. Many practices were developed with the targeted audiences in mind, emphasizing the notion of the diversity of social environments and were often developed because of a lack of inclusive practices within existing systems, education institutions and learning environments. To validate the evidence-base of education practices it is not only important to identify the perceived and quantifiable successes, but it is even more important to learn from the change process within and among cases to identify a theory of change.

# Methodology

04

# 4.1. #MultInclude

In January 2018 the EU funded project #MultInclude started with a consortium of seven partners from different regions in Europe. These partners also work within different educational sectors from pre-primary to higher education as well as formal, informal- and non-formal education. The differences between formal (schools, tertiary and higher education institutions), informal and non-formal education is that formal education is compulsory and sequential while informal and non-formal education is mostly voluntary and non-sequential. Educational and institutional study programs are considered examples of formal education. Support programs and trainings or workshops are mostly regarded as non-formal education, while clubs, libraries and museums are for example seen as informal educational institutions. These different areas of expertise from the partners provided the opportunity to detect a broad collection of cases that exemplify how different educational sectors in various contexts respond to the diversity and increasing complexity within society.

The #Multinclude project is based on three assumptions. Firstly, that there is a multitude of initiatives already operated by individual schools, NGOs and universities, that have proven successful in improving inclusive participation in education. Secondly, that there is a demand from schools and other educational providers to improve their equity profiles. Thirdly, that bringing together operators of successful initiatives with those of prospective initiatives will stimulate a positive feedback loop whereby they support each other in strengthening and starting such initiatives.

Many institutions and public authorities lack knowledge of effective interventions and programs that contribute to equal opportunities. Despite massive public investments in Higher Education and the extension to all other sectors of society, there is very little evidence for the causal links between tools, methodologies for their use and increases/improvements in equity in institutions. Educational institutions and students themselves tend to find other ways to promote greater equity. In this process, different types of formal, informal and non-formal education initiatives are developed to provide children and students with the necessary support that contributes to true equal opportunities to succeed in different educational sectors.

*Partners*

Seven partners from different parts of Europe have collectively developed a case-database consisting of over 70 analysed cases of inclusive education, that all organizations have searched for within their own networks. All partners have expertise in the different working fields of formal, non-formal and informal education.

**THUAS** is the University of Applied Sciences that is stationed in The Hague, The Netherlands. From THUAS, the Research Platform Connected Learning is involved that is specialized in inclusive education.

**ECHO**, Center for Diversity Policy that is stationed in The Hague, The Netherlands. ECHO is a not for profit organization that develops programmes and provides services and professional development to public and private organizations in-and outside of the education field and in-and outside of the Netherlands, on issues related to diversity & inclusion in higher education and the transition to the labour market.

**KUW**, Kinderbüro Universitat Wien (the Vienna University Children's Office) is stationed in Vienna, Austria. KUW is a non-profit that develops and administrates innovative initiatives that aim to enhance engagement of children, young people and their families in the dialogue of science and society to reduce obstacles towards (higher) education.

**KIC**, the Knowledge Innovation Centre is a Maltese dynamic consultancy focusing on knowledge brokerage and innovation of knowledge transfer processes.

**Malmö University (MAU)** is a higher education institution that is stationed in Malmö, Sweden. MAU is a state institution accredited by the Swedish Higher Education Authority which offers undergraduate and postgraduate education in five different multidisciplinary faculties.

**ESHA**, is the European School Heads Association of which the headquarters is stationed in the Netherlands. Members of ESHA are national organizations for school heads and deputy school heads within (pre-) primary, secondary

and vocational education. Nearly all European countries (both EU and non-EU) are represented within ESHA by one or more organizations and thus it represents 64.000 school leaders in (pre-) primary, secondary and vocational education.

**Dschola** is an Italian not for profit association of schools aimed at stimulating greater attention to ICT, by involving students, teachers and families.

## 4.2. Process

This project has been designed around six key verbs, each associated with a set of activities: Detect, Analyse, Exchange, Impact, Multiply and Inspire to operationalize lessons learned and share the insights gained from of these different proven good practices of inclusive education with teachers, schools and universities that work with communities on inclusion issues. In this chapter we will elaborate on the process of these activities.

*Template development*

First, it was important to develop a template for case providers to search within the networks of all partners that are part of the consortium. The process of developing the template for interviewing the case-study providers was inspired by previous knowledge and experience within the IDEAS project. The work from that project was modified by THUAS and ECHO into the working template for #Multinclude, with the aim to improve the quality and 'effective' information for the user of the #Multinclude database.

The aim of this template was to be able to get a broader and more thorough understanding of the context of specific cases, to be able to measure and understand the impact of the respective project or intervention. In this process, the #Multinclude template employed a case study approach described as the self-ethnography methodology, when academics study the "lived realities of" their own organizations. **The idea was that case-study providers would not be asked to fill in the template, but were enabled to provide a reliable description of the national/regional/local context, the systematic and policy driven context, financial opportunities and restrictions and of course what the specific cases entail in terms of aims, process, results and impact.** This 'self-ethnography' approach was chosen since the consortium did not have the means to research the impact of these individual cases themselves. The consortium let the case study providers describe their own projects and interventions. The outcome was a template that structured the interview based on three types of changes: strategic administrative actions, curricular change, and pedagogical change. All submitted and published cases are described based on this elaborate template that is developed by THUAS and ECHO with input from other partners (see appendix 1).

*Detecting the cases*

The first part (Detect) of the project focused on identifying cases from the networks that all partners of the consortium represent. The partners from the consortium discussed within their organization what range

of cases they wanted to identify. In that process, all partners looked at **different aspects of diversity: target groups, type of education, type of underrepresentation, geographical spreading, urban/rural, used theoretical and methodological frameworks, type of outcomes, type of financial and other resources, policy/practice, evidence-based, easy to implement or not, level of innovation and impact (on institutional and/or student level).** The next step was to discuss with other partners from within the consortium what other cases they provided, to make sure that the entire #Multinclude database would entail many different types of projects and initiatives. This way the consortium protected the flexibility to look for cases that were missing.

*Interviews*

After all partners of the consortium decided what projects they wanted to reach out to, the providers from within their network were contacted to plan an interview. In some instances, the interview was scheduled to take place face to face – with other more international cases the interview took place online. This way it was possible to collect as much information as possible, also it made it possible to immediately ask in-depth questions about the provided information. This process has been very time and labour intensive, planning the interview, doing the interviewing, transcribing the interviews and in some cases translating the interviews that were not held in English. The outcome is a database that consists of over 70 rich and informative cases. Much of this information often gets

lost or is not provided when case providers are simply asked to fill out a questionnaire.
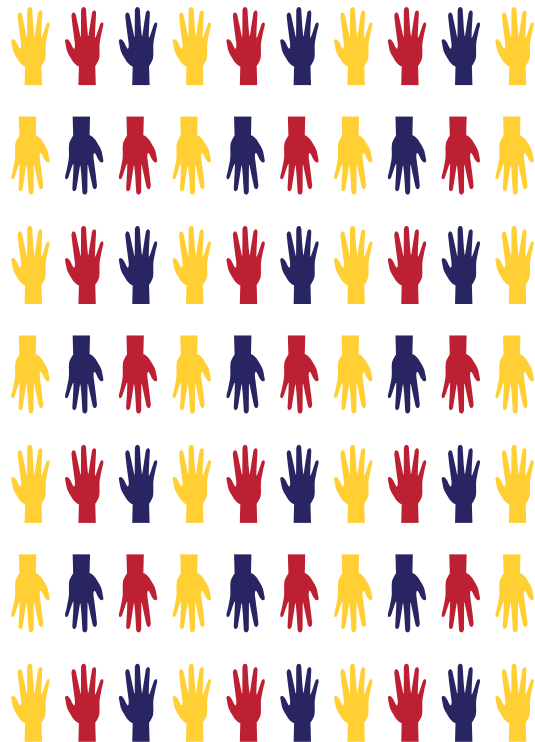
*Peer-review & language check*

In total, over 70 cases were collected and all cases were peer-reviewed by (in some cases even multiple) partners of the consortium to make sure that the information and data that was provided, was sufficient and understandable in order to compare and eventually come to conclusions. ESHA developed a peer review questionnaire (see Appendix 1). Based on the process of peer reviewing, some partners were asked to go back to the case study providers to enrich the data of the cases and to ensure that all relevant and important information was collected. The result of the peer-reviewing process is that there are over 70 cases currently approved and published on the website. These cases were taken into account for the analysis. After this step of peer-reviewing all cases underwent a language check.

*Analysing the cases from the #Multinclude database*

In the process of analysing the cases, the first step for ECHO was to write a framework for analysis that would support the process of contextualizing the different cases. This was particularly important given the fact that the cases are all so very different, situated within specific contexts. In the next chapters all these various indicators will be presented. The aim of detecting the indicators was to see if there were any patterns that are compatible with existing analysis

and frameworks of experience. With the data from the cases and the indicators that were generated, a number of featured cases are highlighted in Chapter 4 to provide an analysis based on the model of the Theory of Change from seven successful initiatives (Valters 2015). These seven highlighted cases were selected by the partners because they are exceptional in their own way. The model of Theory of Change provided a framework to visualize the impact of the respective projects, thereby making it possible to learn most from the designs and contexts of those initiatives. These seven exceptional cases are highlighted, described and analysed in the next chapter.

**"In total, over 70 cases were collected and all cases were peer-reviewed by (in some cases even multiple) partners of the consortium."**

"

To validate the evidence-base of education practices it is not only important to identify the perceived and quantifiable successes, but it is even more important to learn from the change process within and among cases to identify a theory of change.

"

# Highlighted cases

05

All cases that are part of the #Multinclude database are considered good practices of inclusive education; yet some show interesting **potential for implementation in different contexts.** Out of all 70 cases, there are seven important cases that are exceptional and will therefore be highlighted in this chapter. These cases were selected by the partners of the consortium themselves; all partners chose one case from their own network that would be highlighted in this chapter.

The level of success of these seven cases will be analysed through the methodological framework of the "Theory of Change" (ToC). This methodological tool is used by many different organizations ranging from governmental bodies to (large) corporates and NGO's to support the processes of policy and project development. However, ToC was initially developed as an evaluation tool. In this process, the ToC models outcomes – and with that, impact – in an 'outcome pathway' (Taplin et al. 2013). The ToC framework works as follows:

**Problem**

**Key audience**

**Entry point to reach audience**

**Necessary steps**

**Measurable effects**

**Wider benefits**

**Long-term change**

**Highlighted cases**

An important step in evaluating projects from the framework of the ToC is identifying what (pre-) conditions must be put in place to reach these goals. The success of this model is to be able to demonstrate progress by evaluating the outcomes as evidence to what extent the goals are achieved. Some important principles of the Theory of Change approach are (Valters, 2015):

**01** Focus on the process: projects are flexible and taking place in changing systems.

**02** Prioritize learning: a reflective and adaptive approach.

**03** Bottom-up: participatory principles, see what happens on the floor.

**04** Not linear: think in terms of a compass, not in terms of a map.

Through six different questions, key assumptions will be defined that together answer the question: "What is the long-term change you see as your goal?" In this way, the ToC methodology provides a structured description and elaboration on the questions what, how and why. In doing so it shows how a specific project contributed to a desired change and how that development can be expected in a particular context. This chapter starts with a brief description of these cases and provides problem-based models of expectations for each individual case, in order to analyse what the actual impact is of these seven cases.

# Highlighted cases in primary & secondary schools

## 5.1. No Bad Kids

For many teachers 'bad' or 'disturbing' behaviour in the classroom has always been challenging to deal with. Teachers have reported that they feel like they do not have the necessary theoretical and practical knowledge to support children with behavioural issues without a formal diagnosis. This problem is urgent because many children are facing the risk of dropping out of educational systems due to teachers' inexperience with working with them. To bring about change, **the Hungarian project No Bad Kids has developed a holistic training and mentoring program that works together with these children, their parents, teaching as well as non-teaching school staff to make sure that the children are supported in different contexts throughout their entire learning environment.**

It is possible to reach out to these children when there is commitment and there are close relations with schools – as well as with other instances in some cases. Therefore, the first step to be able to effectively start working with children with different behavioural patterns is reaching out to schools and building those relations. Secondly, it is important to work together with experts in the beginning of the project because of the fact

that some cases need third party involvement to be able to find a solution. Next steps that are important to reach these children and support educators to improve their chances of retaining students with different behavioural patterns are:

- Visiting the school, initial planning with the school head, information session for the teachers;
- Basic training to change mindsets – knowledge about trauma and basics of Re-Education;
- Developing a local behaviour management system – training, development by the school team, introduction to the whole school;
- Implementation and regular coaching and supervision from the first school year;
- Learning in groups and team building training;
- Crisis intervention training;
- Refresher training;
- Creating supportive institutional structures and processes;
- Visiting other schools implementing the programme, exchange of experiences;
- Training family liaison staff;
- Experiential education training;
- Youth leadership training.

Indicators like academic results, numbers with regards to enrolment in higher education as well as unjustified non-attendance and punitive processes are analysed to prove the success of this program. The program developed a monitoring and evaluation element, like supervision, and integrated this into the behaviour management system. An interesting unintended outcome is that this program also resulted in other teachers, who did

not participate in the structured program themselves, working more easily with these children. Hence, this program has been important to other relations and teachers in schools as well.

The long-term change that this program aims to accomplish is contributing to sustainable interventions and thereby helping children to not get discouraged from participating in formal settings and to acquire or re-acquire an appetite and an enthusiasm for learning. For that reason, the participation of these children at tertiary levels is mostly a side effect. The aim is not to directly support the kids in attending further education, it is important that

problems and conflicts that lead to these behavioural challenges are first taken care of. As the context behind most conflicts and problems of disturbing behaviour have been in place for a long time, a long-term commitment in approaching these problems is necessary. For that reason, finding and working on suitable solutions also needs time. Successful implementation of these types of programs can only work from the level of the institution, because the full commitment of the school head is vital in these programs. Therefore, it is not advised that this program is implemented top-down from the level of the national government or the municipality, but rather on an institutional level.

**Problem: drop-out risks for children with behavioural issues.**

**Key audience: children, their parents, teaching and non-teaching staff.**

**Entry point to reach audience: through committed schools.**

**Necessary steps: work with experts, school-outreach, train all relevant actors that are key to ensure success, develop a management system, coaching and supervision, exchanging experiences, as well as creating supportive institutional structures and processes.**

**Measurable effects: academic results, enrolment in higher education, insights in unjustified non-attendance and punitive processes, monitoring and evaluation, supervision.**

**Wider benefits: other teachers that did not participate in the structured program themselves, worked more easily with these children as well.**

**Long-term change: contributing to sustainable interventions and making sure children are not discouraged from learning.**

*5.1. No Bad Kids*

**Highlighted cases**

# 5.2. CafeLatte

In the aftermath of terrorist attacks like the Charlie Hebdo shootings in 2015, many foreign immigrants, multi-ethnic groups of students, educators, experts and cultural mediators have been trying to address radicalization and racism and have developed a project called CafeLatte at Castigliano School in Italy. **This initiative aimed to shed light on the experiences of foreign, second-generation, migrant and Muslim students in secondary school.** This project looks at the problems that these target groups encounter in their social contexts, their contradictory relation with the origins of their families and potential radicalization risks. This project aims to:

**01** Promote the social integration of foreign secondary school students, during school hours as well as in spare time to be able to fight exclusion and marginalization in society;

**02** Promote legal education, shared rules and values to be able to work from a basis of respect towards others as the basis for inclusiveness;

**03** Support second generation secondary school students, especially Muslim students, to cope with their double/swinging cultural identity;

**04** Promote historical and multi-cultural mutual knowledge as a tool against isolation, conflict and openness to terrorism;

**05** Develop a collaboration network, including multi-discipline teachers, other schools and associations in the area, resident migrant families and asylum-seeking migrants.

These secondary school students are reached through collaborations with associations based in the area and that deal with migrants, but also through students from the target groups themselves that participate in the project.

The effects of this project are made tangible by both quantitative and qualitative results. Some of the realized products are a theatrical show, the collection of life stories, a fable for elementary school students and storytelling. These products have shown a more purposeful dialogue between students of different cultures and ethnic groups, growing insights in overcoming stereotypes within the group (and the school) and an increased sense of belonging for young people belonging to the second generation of Islamic foreigners in Italy. In addition, students' performance, school results and drop-out rates are measured, questionnaires are developed, stories are collected, staff is interviewed and student participation in the project is monitored.

An interesting outcome of this particular design of the project is that new paths and strategies to successful integration are explored, and that other students than the initial group are motivated to participate in the project as well. Especially female students benefit greatly from this project, as they often balance between two cultures and family traditions and consider this project as an opportunity to redefine their own identities. For them, but also for many of the other participants, the relationship with their families has improved and parents started to talk more openly with their children. In this way, this project brings about much more than just the necessary changes in the culture of the school. The project's long-term goal is to address and fight racism in the context of the school, but also to analyse and discuss radicalization processes as well as allowing students to develop skills to successfully continue education and acquire transversal skills.

**Problem: racism & radicalization processes.**

**Key audience: second-generation migrants and muslim students in secondary school.**

**Entry point to reach audience: through people from the target group as well as through collaborations with associations in the area that work with migrants.**

**Necessary steps: promote legal education, work from shared rules and values, support students in coping with double cultural identity, provide historical and multicultural knowledge, develop a collaboration network.**

**Measurable effects: increased students' performances and participation, more purposeful dialogue between students, insighst in overcoming stereotypes, increased sense of belonging amongst 2nd generation muslim migrants.**

**Wider benefits: explored new strategies to succesful integration, improved relationships with families (especially for female students that participated in the project).**

**Long-term change: address and fight racism in the context of schools, analyse and discuss radicalization processes, having students acquire transversal skills.**

*5.2. CafeLatte*

Highlighted cases

## 5.3. UniClub

**UniClub is an initiative in Vienna that aims to support newly arrived refugees and migrant youth in the educational system in Austria by helping them meet the necessary requirements for enrolment and in developing their personal skills and confidence.** Uniclub was initially developed to encourage and support refugee children from ages 13 to 19 years who have shown an interest in educational opportunities within higher education and university. Schools struggle to retain many refugee children who, after not having attended formal schooling for longer periods of time, being away from their home countries, find it challenging to continue their educational pathway in a different cultural context and in a different language. The same goes for young people with a migration background that recently came to Austria and lack the necessary support due to socio-economic conditions and opportunities. For that reason, this initiative focusses on young refugees and young people with a migrant background.

These groups were reached through initial contacts with NGOs, civil society organizations and volunteer groups that were active during the 2015 refugee influx. In addition, peer contacts among the beneficiaries were used to get in contact with groups of beneficiaries from the same cultural, geographical or language area. This helped to create awareness and build trust among these target groups. In order to provide that support, the involvement of teachers is the key.

Therefore, this program is built around teacher training of students on tertiary level. The Uniclub model is developed on the following steps:

- "LernClub" – A physical location in the city centre that provides rooms to meet friends, study, prepare presentations, do homework – all with support of student volunteers.
- "StudyBuddy" – That offers continuous 1:1 learning support for pupils throughout the semester provided by teacher training students. They meet for 1-3 hrs/week to work on assignments and homework.
- "Workshops and excursions": half-day workshops and excursions at the University of Vienna, at other research organizations and businesses as well as at other places of interest within the living sphere of the beneficiaries, that include meetings with researchers and academic staff (twice a month with 15-50 participants).

Volunteer students and teacher training students are important, since they support the most relevant parts of the program as tutors and StudyBuddies. However, commitment from faculty members that are involved in the particular teacher training programs and courses on curriculum or administrative level is of integral importance as well as the personal commitment of project coordinators at Vienna University Children's Office. Involving project coordinators who have experience in project management and social work/youth work is an inevitable prerequisite for the successful professional, reliable and trustful

engagement with the beneficiaries. Lastly, another important dimension to ensure a successful outcome is the continuous psychological support that is made available for the beneficiaries of the program, meaning all teacher training students and project coordinators.

This project collected and compared different types of data that show the progress of the program. Important evidence includes the input from the observations, regular feedback within courses of the teacher training programs, feedback from ZLB course administrators as well as fragmented academic research that are mostly found in students' theses. These findings have shown an impact on personal orientation and skills of beneficiaries as well as on attitudes and mindsets of students' personal and voluntary engagement to their tutors and "Study Buddies" with the Uniclub as part of their practical training. Also, anecdotal evidence shows a very high level of satisfaction on the side of the beneficiaries, expressed through motivation, raised self-confidence, enhanced orientation and personal skills – as well as progress in language skills. The long-term goal has been to support the target group in getting a foothold on the upper secondary level in Austria and helping them keep track with the requirements. This design of the project contributes to reaching that goal.

**Problem: struggle for children that recently came to Austria to continue in education, in a different cultural context and language.**

**Key audience: young refugees and children that recently migrated to Austria and that show an interest in higher education and university.**

**Entry point to reach audience: through contacts with NGO's, civil society organizations, volunteer groups and peer-contacts.**

**Necessary steps: involving teachers and having faculty commit to the program, finding a physical location to meet, finding studybuddies, develop workshops and excursions.**

**Measurable effects: impact on personal orientation and skills as well as on attitutes and mindsets, high level of satisfaction and motivation, enhanced language skills.**

**Wider benefits: raised self-confidence of the participants in the project.**

**Long-term change: supporting the target group in getting a foothold on the upper secondary level of schools and keep track of the requirements.**

**Highlighted cases**

## 5.4. State Europe School Berlin (SESB)

The State Europe School in Berlin is a state-run school that aims to enable a group of children (ranging from first grade to post-secondary educational level) to participate in a social mix (interculturalism) that consists of bilingualism. The SESB's make-up consists of one to three strands of the regular school system of the Federal State of Berlin. Foreign students are motivated to learn their mother tongue and native German children are learning a foreign language - the partner language. English, French, Spanish, Italian, Greek, Polish, Portuguese, Russian and Turkish form the offered partner languages within the SESB's. This way, children learn their mother language naturally and more intensely. For that reason, this initiative focusses on all children and students from both German as well as foreign descent that are enrolled in the school.

The program offers open bilingual education and is based on the school curriculum of the Federal State of Berlin. The school focusses on language acquisition and intercultural encounters. Special features of this school include a curriculum that is being taught in German and in the partner language in equal amounts, that teaching is done in small groups and provided by teachers and educators in their respective mother tongue, and that students come from both monolingual German-speaking, purely foreign-language or bilingual families and may acquire:

**01** The middle school degree after the 10th grade;

**02** The Abitur, which is the general entry qualification for higher education at an integrated secondary school (ISS) or a Gymnasium (grammar school) after 12 or 13 years.

In SESB interculturalism is promoted by allowing children who are non-native speakers of German to live and experience their own native language and culture within the normal school system, alongside the German language and culture represented by German native speakers among teaching staff and students. Furthermore, it is important to have a balanced and diverse staff population and student body as well as German native speakers and native speakers of the foreign partner language that is spoken in the respective school.

The outcomes of this initiative have been measured, monitored and scientifically researched. For this study, the performance of students in the fourth and ninth grade at SESB's were analysed with regard to:

- German language learning: acquired at the same level as in regular education;
- Foreign language learning: acquired faster than through regular non-bilingual schools;
- Performance in other subjects such as mathematics or natural sciences, which was not measurably affected.

- Promotion of social and intercultural competences and European understanding: evidence that the integration of children from linguistic-cultural minorities was achieved more successfully than at other mainstream schools.

Apart from promoting bilingualism and interculturalism, the long-term change this initiative offers is to prepare young people for future society. Bilingualism is a great advantage for youth in contemporary international and multicultural German society, that is mainly export-oriented and is increasingly taking on a bridging function between Western and Eastern Europe. Supporting children to become bilingual and getting used to an intercultural context is therefore one of the most important competencies that the school can contribute to society as a whole.

**Problem: non-native speaking students are not learning and experiencing their own native language and culture within the normal school system.**

**Key audience: students that are enrolled in the State Europe School in Berlin.**

**Entry point to reach audience: through the school.**

**Necessary steps: developing a bilingual school curriculum, teaching in small groups in respective mother tongue, making sure to have a balanced diverse staff and student population.**

**Measurable effects: German language is acquired at the same level as in regular education, foreign language is acquired faster, performances in other disciplines where not affected, integration of linguistic-cultural minorities was more succesful.**

**Wider benefits: students are getting used to an intercultural context.**

**Long-term change: prepare students for future society that is both international and multicultural.**

*5.4. State Europe School Berlin (SESB)*

# Highlighted cases in higher education

## 5.5. The Big Read

The Big Read is a project at Kingston University London that aims to make undergraduate students coming to the university feel welcome before they arrive by linking them up with the staff and senior students. This is especially important as the first term is critical for undergraduate students with regards to retention and decrease in drop-out rates. Therefore, it is important to make students feel like they belong – a process that should precede their participation at university. The focus of this project is reaching target groups such as first generation students, second language students, international students and adult students in particular since research shows that these students are more vulnerable to drop out in the early phase of their study.

At the beginning of the academic year, each new student (undergraduate and postgraduate) will receive a free copy of that year's special edition Kingston University Big Read title. Senior students and staff are invited to get a free copy from one of the many locations across each of the university's five campuses. By the end of June, already enrolled students can take them wherever they go for the holidays and show it to family and friends. The issue of literacy, as well as addressing the importance of this core life-skill, are debated on an ongoing basis - as are the issues of widening participation and inclusion. Therefore, **The Big Read is aimed to use shared reading to bridge any divides between those coming to Kingston from different backgrounds and walks of life, enhance a sense of community among new students, connect the five Kingston University faculties— administrative and academic staff—with students and with each other, and to promote reading for pleasure.** In order to reach those goals, the following steps are necessary:

**01** Choose the book titles (the method was developed the second time the project was run).

**02** Finalize a long list of books comprising all the books suggested by staff and students.

**03** Determine the key criteria for a suitable KUBR book against which each of the books should be assessed.

**04** Determine a scoring system for each of the criteria and assign weightings to each criterion.

**05** Score each book against each of the criteria to produce a weighted total score for the book. Produce a ranked list of all the books based on this scoring. Test the sensitivity of the ranking to various weighting systems.

**06** Pick the shortlist—the top six books on the list—to be read by the panel. Approach the publishers and, provided the publishers' responses are encouraging, ask the panel members to read each of the books on the shortlist. Organize panel meetings to select the final book.

After this, the book is sent to all first-year students as a pre-arrival shared reading book. During Welcome Week, the book is discussed in different activities, including a visit to university from the author, a so-called balloon debate and short sessions about the book on every campus. These activities provide the opportunity for students to talk about the book and the experience of pre-arrival shared reading. In addition, many teachers used the book in their teaching. In order for this project to succeed, the role of the project manager/management team is key, as well as the engagement from students and staff. An interesting unintended outcome was the insight that many universities' administrative and professional staff enjoyed the initiative as well. The project offered colleagues across the university new ways of connecting - and both staff and students have reported back that they discussed both the book and the project with many different individuals.

The effects of this intervention were measured and researched, both informally as well as formally. The intervention was also researched through surveys and have shown that:

- Attitudes towards reading are positive: staff and students like reading for pleasure;
- Distribution of the titles was mostly successful;
- The book was widely read and discussed, and the events were well attended;
- The book was mostly considered a good choice, especially by the students;
- There was strong support for the initiative as a whole; students were particularly positive.

Lastly, informal evaluations, with regards to the response of the physical object bearing the university branding, staff responses, attendance at related events and the heavy demand for copies of the book are signs of the desired impact.

**Problem: drop-out rates of students in the early phase of their study, bridge the divides between students & staff.**

**Key audience: first generation students, second language students, international students and adult students.**

**Entry point to reach audience: at the beginning of the academic year.**

**Necessary steps: choosing a book title, finalizing long list of books, determine criteria of books that should be assessed, determine scoring system for those criteria, score those books, the picked shortlist is read by panel, the final book is selected and distributed.**

**Measurable effects: attitudes towards reading are more positive, distribution of titles was successful, the books were widely read and discussed, the books were reviewed positively, there was strong support for the initiative.**

**Wider benefits: enhanced sense of community by connecting students and factulties, both non-teaching as well as teaching staff.**

**Long-term change: improve literacy, address the importance of reading as a core life-skill, widening participation and inclusion.**

# 5.6. Realizing the inclusive international, intercultural classroom

This project at the Rotterdam University of Applied Sciences in The Netherlands concerns a professional learning community for higher education teachers. This group of teachers consist of a group of twelve (effectively ten) university teachers of Rotterdam Business School (RBS) who perform action research in their own practice. It is important to analyse interventions and practices of how to create a safe, inclusive learning environment in which all students experience a sense of belonging. The teachers from a diverse group are dealing with a diverse international and intercultural student population. **Apart from training teachers in becoming more aware of their own prejudices and how they can unintentionally act upon them, this project aims to explore and describe the prerequisite intercultural knowledge and skills in a more systematic way.**

In order to reach those goals, all teachers came up with an intervention to improve their own intercultural competencies and applied, analysed and researched it as well. The two project leaders of this project researched and evaluated this working method and came up with recommendations for creating a working culture that encourages teachers to form a self-steering team of self-reflective practitioners as role models to their students. The necessary steps to reach this are as follows:

**01** Designing and setting up the project (the three-pillar model, program of the first block).

**02** Recruiting candidate participants (there was room for twelve teachers; ten of them finished the first round). Each candidate completed a form and was interviewed as an intake. The project leaders wanted to compose a diverse research group in terms of gender, age, expertise, background, culture, nationality, research experience, etc.

**03** Organizing and starting the program. In the first block, the participants were trained in Inclusive Excellence, Action Research and Collaborative Learning. At the end of the block, every participant was expected to have (a blueprint / idea) of his / her intervention.

**04** In blocks 2-4 the group was self-supporting in structuring their meetings, sharing knowledge, forming subgroups, carrying out their interventions, evaluating and writing their research papers.

**05** After the academic year in which the PLC was finished, the members finished their research papers and presented them at a seminar. The project leaders organized exit interviews and wrote the report about the project.

The effects are measured by two trials (before participation and after), surveys and interviews during

different phases of the project and measured results in some of the interventions. Participating teachers all report they have obtained a broader view on diversity in the classroom, they feel better equipped to recognize and address related issues and feel more empathy towards the students and their needs. Participating teachers scored significantly higher on the Intercultural Readiness Check after the project than they did before the start.

Also, several participants became ambassadors of I.E. by accepting tasks and positions in which they had a bigger scope to do so (like Exam Board, Employee Emancipation Council). This was an unexpected but powerful outcome. Lastly, another interesting unintended outcome is that although the teachers from the Rotterdam University of Applied Sciences were the main target group of this project, the broader goal is to facilitate truly inclusive education for all students. To do that, it has proven to be important to make teachers more aware of their own backgrounds and their related world views, including (initially oblivious) prejudices, stereotypes etc. By doing this, teachers were supposed to improve their pedagogical and didactical skills but also increased their intercultural awareness and competency.

**Problem: challenges for teachers in higher education to work with an international and intercultural student population.**

**Key audience: higher education teachers.**

**Entry point to reach audience: through the institution.**

**Necessary steps: designing and setting up the project, recruit candidate participants (teachers), organizing the program to train teachers, developing interventions, researching the interventions and presenting the outcomes.**

**Measurable effects: teachers obtained a broader view on diversity, stated to be better equiped to recognize and address related issues and feel more empathy towards students and their needs.**

**Wider benefits: teachers improved their didactical skills as well as trained their intercultural competencies. Teachers became more aware of their own backgrounds and reflected on how that was related to their own world views, prejudices, stereotypes.**

**Long-term change: a safe and inclusive learning environment where all students experience sense of belonging.**

*5.6 Realizing the Inclusive International Intercultural*

**Highlighted cases**

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# 5.7. Social Blogging

For teachers in higher education, it can be challenging to enhance academic writing skills of students that have difficulties with writing standard English, especially since many second-language learners often write how they speak. Because of this, some students show tremendous difficulties expressing themselves and picking research topics that they liked. Therefore, at the University of the West Indies in Kingston the initiative Chronicle Conversations: Social Blogging was developed to support these students. **This initiative is essentially a teaching and assessment tool that aims to empower students, teach blog writing skills and enhance their academic writing.**

This initiative is focused on the target group of students in the course of Trends and Issues in Higher Education that are education professionals themselves and have been working as teachers for many years. Many of them are first generation students or non-traditional students. The steps in this program are as follows:

- Students are asked to read and write blogs on a weekly basis throughout the semester. The topic of these blogs should align with the 'blog of the week' and, in addition, they are assigned some relevant blog websites (like Times Higher Education or Chronicle Higher Education – depending on the courses) to read from as well.
- Students are asked to find a topic outside of their context and to relate it to their own context. The goal is to reflect on how that topic relates to the bigger issue that is discussed in class. Building on that, in the process of blogging, the students form their opinions and reflect on where they are coming from.
- In the development of the blogs the students must insert some creative parts (like video, music, podcasts, images, anime, cartoons etc). The written blogs become part of the readers for the following week.
- The students that are not blogging in that week have to write critical comments in a peer-review kind of way. All students have to read the same blog of the week and critically reflect on that. The week after that, these blogs are discussed in class. This way, a community of learners and writers is created that centralizes co-construction of knowledge. The element of peer-review is important because other students that are going through similar issues, can support in reflecting on how these issues affect them.
- Many different topics are critically discussed, edited and moderated. Therefore, setting the norms of the class is important in the first week, so the teacher can hold everyone accountable. The teacher creates a space that is open-minded and is rooted in respecting each other's arguments. The educational space is, at the very least, inclusive. This means that struggling students are supported in order to succeed.

Due to this particular set up, students are empowered to find their own voice, get to know themselves and their other classmates, develop

knowledge regarding political, social, historical issues and learn how to be both critical as well as vulnerable. At the end of the semester, these documents are actually published so that the students are able to put their publications on their resumes. This initiative has proven successful given the fact that many of the students that participated in the Social Blogging initiative also found an interest in blogging. In that process, this initiative ensured its objectives because the students are empowered to reflect critically on their own positions and standpoints as well as enhance confidence in academic writing.

An interesting unintended outcome is that many of these students have realized how blogging can be used for social justice activism. Blogging shows them how they can use their voice. Furthermore, many students designed blogging assignments for their own pupils or students and wanted to redesign their own knowledge in a non-conformal way. In doing so, this teaching tool also has the potential to reach other target groups (like pupils and students). But most importantly, these students have developed more confidence in themselves. This is particularly important because, in society, teachers are mostly underpaid and undervalued.

**Problem: enhancing academic writing skills of students that have difficulties in writing standard English.**

**Key audience: higher education students, mainly first generation students or non-traditional students.**

**Entry point to reach audience: through the institution.**

**Necessary steps: develop a curriculum for students, ask them to weekly read/write blogs that they should relate to their own personal context as well as connect them to the wider issues that are discussed in class. The blogs are peer-reviewed and published.**

**Measurable effects: many students found an interest in blogging. Students are empowered to find their voice, to critically reflect on their own positions and enhanced their confidence in academic writing.**

**Wider benefits: the realization among students that blogging can be used for social justice activism. This teaching tool can easily be implemented in different educational contexts.**

**Long-term change: growing confidence in academic writing skills.**

*5.7. Social Blogging*

**Highlighted cases**

# 5.8. Conclusions

The methodological model of the Theory of Change visualized the impact of these seven cases, that are all exceptionally successful (or show potential) for many different reasons. Therefore, these seven highlighted cases clearly characterize the diversity and richness of the collected #Multinclude database. In these next paragraphs we will elaborate on some remarkable conclusions that can be drawn from this data.

As already positioned in the methodology chapter, in the searching process for all of these different types of cases we focused on three types of changes to enhance inclusion in schools. **Namely, strategic administrative actions, curricular change and pedagogical change.** Projects like UniClub, No Bad Kids, State Europe School Berlin and the project of Realizing the Inclusive International, Intercultural Classroom have in common that they are all examples of strategic administrative interventions that focus on creating an infrastructure in which children and students can thrive. However, these projects are different to the extent that they are all situated in different contexts. While projects like UniClub and No Bad Kids are working together with schools, State Europe School Berlin and Realizing the Inclusive International, Intercultural Classroom are working from within schools. This is important to note here since these cases highlight that there are many different pathways to enhance success in education.

Also, it is noteworthy that although most cases from the database measure the level of success by analysing the desired outcomes, it is particularly interesting that the impact of some of these highlighted cases is greater because of their unintended outcomes. Like in the cases of No Bad Kids, CafeLatte, The Big Read and Social Blogging, **interesting unintended outcomes or wider benefits entail that these projects are having an impact far beyond the initial participants of the projects.** Thus, the developed interventions have a reach that transcends the scope of their key audiences, which are those people that are involved in these respective projects.

In the case of No Bad Kids, other teachers – who were not involved – are experiencing the impact of this particular project. In the case of Social Blogging, other children, pupils and students are benefiting from this teaching method as well because the project is situated within the context of teacher training colleges. The Big Read has proven to contribute to a growing sense of community amongst all faculty-members, including teaching and non-teaching staff. And lastly, the design of the project CafeLatte has even shown to have a positive impact on relations between students and their parents. The model of Theory of Change has shown that there is no one simple solution for problems and that interventions can potentially contribute to solving different issues at the same time.

Projects like Realizing the Inclusive International, Intercultural Classroom,

Social Blogging and The Big Read are all interesting examples of curriculum changes from an inclusive approach, as well as pedagogical instruments that enhance learning from within the context of higher education institutions themselves. Along the line of thought of Mary Ann Danowitz and Frank Tuitt, the transformation of educational practices that focus on engaged pedagogy is required in order to meet the needs of diverse student populations. Projects like Social Blogging or The Big Read can therefore be analysed from the theoretical framework of Inclusive Excellence, which assumes that "teaching, research and service must be linked to diversity". Changes in curriculum, in teaching philosophy and pedagogical principles are necessary to practice engaged pedagogy.

While the Big Read focusses on inspiring and engaging students at the beginning of their academic career, Social Blogging is considered more of a teaching- and assessment tool that empowers students in developing academic self-confidence. Especially the impact of the Social Blogging case can be understood from the perspective of what professor Bell Hooks has described as "the practice of freedom", when a teacher creates an intimate setting in which there is a "mutual willingness to listen, to argue, to disagree, and to make peace". This is considered a positive outcome of the learning process (2003, 120). Education as a practice of freedom, however, can only be reached when education is made democratic. This key requirement is based on a model in which the educator tries to find balance between theory and reality.

This is specifically important for higher educational institutions, since primary, secondary and applied sciences are much more focused on making theory practical - rather than abstract.

Social Blogging as well as Realizing the Inclusive International, Intercultural Classroom are also good examples of intentional and effective projects that embrace Inclusive Excellence to ensure engaged pedagogy. Behind this principle of engaged pedagogy lies the notion that the experiences of the learners are integral to fully comprehend and develop knowledge. Thus, the impact of these interventions is ensured through the designs of the programs that incorporate personal narratives - both on a personal and professional level.

These cases prove that different interventions, different designs, at different moments in time and also involving different stakeholders from formal as well as non-formal educational organizations, are supporting processes of enhancing participation and fostering inclusive learning environments for all children and students in schools. Almost all of these highlighted cases approach issues and problems holistically, which means that the entire learning environment or context of the key audiences within these particular initiatives are central to the designs of these initiatives. Clearly, an important conclusion that can be drawn from this data is that striving for more inclusive learning environments in schools is not a linear process.

**Highlighted cases**

# Theory of Learning

06

The database of #MultInclude describes many different spaces where learning takes place, but all cases are aimed at improving the lives of individuals within these different environments. The cases are situated in different learning environments, within the classrooms, within the educational institutions and outside of the educational institution. After all, according to Prof. Dr. Frank Tuitt, learning takes place in different environments, but some conditions have proven to be beneficial to enhance inclusive education[2]. This analysis provides the opportunity to trace and identify different pedagogical models. Therefore, this chapter lays a foundation to analyse and understand effective approaches towards diversity work in educational (primary -, secondary-, higher education) sectors in Europe, in particular from a learning environment perspective and from an inclusive learning perspective. In the next paragraphs, some important beneficial considerations for learning and inclusion are defined and linked to the different cases. These considerations are: Bridging gaps, Learning and social skills, Language and learning and Learning through a holistic approach.

# 6.1. Analysis of Multinclude cases from a learning environment perspective

An inclusive and safe learning environment is an important dimension of inclusive pedagogy (Tuitt, 2016). The analysis of the cases provides the opportunity to trace and identify how different kinds of learning environments are designed – within a classroom, or within or outside an educational institution. A framework created by the Swedish National Agency for Special Needs Education and Schools (2018) serves as a point of departure for the analysis. The agency has developed an instrument for assessing learning environments, in which various factors such as **social environment (1), conditions for learning (2), the physical environment (3) and pedagogical environment (4)** are taken into consideration. While the aspects are closely intertwined, here they are separated for analytical reasons.

*Social environment*

Through analyses of the cases it was determined that the most foregrounded dimension is a social environment, as social dimensions are at the very heart of what the cases in #Multinclude stand for. The ambition to create inclusive learning environments is a natural point of departure for the presented cases. Sense of belonging, self-efficacy, safe spaces, ownership and empowerment are all examples of aspects in a social learning environment that are repeated in the case descriptions and linked to Tuitts definition of inclusive pedagogy (Tuitt, 2016). Along that line of thinking, the #Multinclude cases provide many examples of social spaces inside or outside the educational system. One example is the Amsterdam College Café framework, where a safe space is created for

students that are being encouraged to organize events about complex societal issues. Another project is the *peppa girls centre in Vienna, that offers a space exclusively for immigrant, refugee or Austrian girls and young women for recreational activities, intercultural dialogue and mutual acquaintance. However, the social space could also be a digital environment of which the E-FABRIK initiative in Paris is an example. This is a program that embraces social and digital inclusion and empowerment of young people and people with disabilities. The participants are accompanied by tutors that could be designers, makers or educators in a creative community. By using digital resources from their own generation, they develop, create and build different suitable solutions that answer to challenges that are being expressed by people with different disabilities and are part of that group.

A common feature within the cases is the aim to create a kind of, what the sociocultural theorists Lave & Wenger (1991) would call communities of practice. Communities of practice are essentially groups of people that work together to learn from each other through collaboration. From this perspective, the #Multinclude cases provide many examples of mentoring and peer-learning that can be understood in terms of communities of practice. Like the case Live Grading in Nevada for example, which is a student-centred initiative that entails a teaching practice in which teachers grade papers during individual meetings with students. The idea behind this initiative is to enable a mentor-like relationship between students and

their teacher, to empower students and enhance academic writing skills. Another case of mentoring, but initiated by parents, is the focus for Common Thingy (Közbigyó) in Budapest. Children work in self-initiated groups of 4-5 people, with the support of a parent mentor to each group. In Vienna, the OMA/OPA Project - Bridging Generations for Education is a project where volunteering seniors and university students help children and adolescents who have language and learning difficulties in a continuous one-to-one relationship. The "learning couples" meet twice a week for sessions of two hours. The Swedish Nightingale project is a mentoring scheme where students become mentors to a child between the range of 8 and 12 years old. The goal is that children will perform better in school and in their private life. The idea behind is that positive learning experiences will benefit children and that they will therefore be more likely to apply for university later in life.

There are several other examples among the Multinclude cases that focus on the social environment of children and students, all developed with the ambition to develop learning environments where participants are active agents forming social learning landscapes as a shared practice. Wenger (2011) defines social learning spaces as "places of genuine encounters among learners where they can engage their experience of practice" (s.194).

**The analysis shows that this is what many of the Multinclude cases are aiming for: creating social environments that cater to interactions among people where they can use and develop their experiences.**

Examples of learning citizenships could also be traced among Multinclude cases.

*Conditions for learning*

When creating an inclusive learning environment, it is vital to reflect on the conditions for learning. Among the #Multinclude cases, there are many examples that focus on educating teachers to be more competent and reflective when it comes to designing an inclusive pedagogy; linking students with teachers early on in a program or just preparing students for university life by promoting social activities. An interesting case is the initiative of The Big Read at Kingston University, London. This is a project that aims to make those that are coming to the university feel more welcome before they set foot in the institution, by indirectly making connections between them and the staff and students that are already part of the organization. Students and staff will receive a free copy of that year's special edition Kingston University Big Read title. Different moments are organized to discuss the books with other students and staff, but it can also be brought home and shared with family and friends for instance. Another initiative that aims to support connections is the project The First (and last) 100 Days at The Hague University of Applied Sciences.

This project attempts to prevent students from dropping out from the start of their academic journey by building a sufficient network in the first 100 days of their study. In this program there is extra support in terms of coaching, but there is also more focus on having accessible and empathetic teachers, providing room for helpful and understanding peers to ensure a safe, transparent organization and study-environment.

Since teachers have a great impact on conditions for learning, many cases focus on supporting teachers to enhance their inclusive competence. Notably, the University of Denver institutionalized policy to enhance the sense of belonging for staff and faculty from underrepresented groups as well as improve campus climate at the university. At Rotterdam Business School, teachers formed a professional learning community that do action research in their own practice and share knowledge about how to create a safe, inclusive learning environment. In this project, all teachers came up with individual interventions that aim to improve their personal intercultural competencies and applied those interventions, analysed them and published their findings. Another interesting case in which interventions are designed for teachers to create an inclusive educational space is the Inclusion for real project. This project takes place within the City of Malmö in Sweden and involves all three departments of education: pre-primary school, primary and secondary school, and upper secondary. In this project, all school leaders and others in management positions are trained

to have sufficient knowledge of discrimination legislation as well as the acknowledgment of and critical approach to norms.

All these examples show that there are different learning designs that can be understood from the perspective of the model "Designs for learning" (Selander & Kress, 2010). This model discusses two aspects of design: designs for learning and designs in learning. The first focuses on the institutional framing, settings, and conditions for learning, such as institutional norms, curricula, and learning resources.

**The #Multinclude cases use different resources, like books, network building or a critical analysis of teaching practice to develop an inclusive framing for the learning environment.**

Thus, these cases help us to understand and acknowledge essential elements that contain conditions for learning and designs for learning, which are spaces that encourage participants to find their way through some sort of formal or informal learning process.

*Physical environment*

Another factor that is important to be mindful of is the physical environment. In many of the #Multinclude cases, there are examples of informal and formal learning spaces that show different kinds of formal learning spaces. Also, there are many converged formal learning spaces that are extended and stretched. In other words, the cases consist of a wide array of

examples of re-designed learning spaces.

Bridging the gap between informal and formal learning spaces is done in many different ways. There are several cases from universities that, from a learning space perspective, are re-designing the university to become more inclusive and accessible by reaching out to society. Like in the case Line 14 in Sweden, in which a collaboration between Örebro University and Örebro municipality encourages young people growing up in non-academic environments in the west of Örebro to study at university or college after high school. Through a variety of activities such as homework, study skills courses, goal-setting days, field trips, mentoring projects and the Summer College at Örebro University, the project provides opportunities for the pupils involved to meet representatives of Örebro University on a weekly basis. A similar project is UniClub in Vienna which is a university-linked social initiative that aims to support newly arrived refugees and migrant youths in getting a foothold in the education system in Austria. The entire approach is based on the voluntary involvement of teacher training students as tutors and Study Buddies. The Junior University in Porto is another example of how a university can reach out to civil society, by offering summer school programs for 10-18-year-olds. These examples of universities that open up their learning spaces to create a more inclusive learning environment, can be understood as an understanding of learning as part of living in different sociocultural contexts and not only as a process

that takes place within the formal school system (Rajala et al., 2016).

This way of defining the process of learning leads to another way of bridging gaps, by connecting formal learning spaces from different levels in the educational system. Many of these cases focus on transition, widening participation and retention. Like in the Foundation Year of the Dutch Boswell-Bèta institute, where refugee students can attend a complete preparatory program to gain the necessary certificates for admittance to various studies in higher education. A similar project is the US Accelerate to Graduate (A2G) program with an aim to provide a pathway to high school graduation for immigrants and refugees. These students either do not have enough credits to graduate or are older than traditional high school students and are at risk for aging out of high school.

In Ireland, Killester College of Further Education offers post-secondary vocational training opportunities to anybody older than sixteen. This training makes it possible to offer further education to those that could not finish their formal secondary education or have no documentation as proof.  In Toronto, the project School within a college aims to offer opportunities with regards to experiential learning about post-secondary education and spending a semester on campus. The program intends to provide a model for the delivery of courses within a collaborative learning community on a college campus. The Borderless Higher Education for Refugees (BHER) is a project that aims to make gender equitable teacher training programs

available where refugees need it the most and is a partnership between Canadian and Kenyan Universities and non-profit organizations that support refugees in Dadaab, Kenya.

Examples of convergence are for instance the focus of aiming for increased school attendance by creating an informal space within the formal institution. Like in the Free meals in Kindergarten project in Budapest, where individual learning is supported for children to ensure school attendance. They do this by providing children with free meals in a kindergarten, making the space attractive for children and thereby laying a foundation for later formal education. It could also be about the opposite: to expand the formal learning environment so it becomes a learning space outside of the formal school contexts and hours. Like in the case Firda open school that implemented a program for students taking ownership of the school and thus their own learning process. In this project, students have keys and access to the school day and night. In the Latvian initiative Schools as Community Development Centres, the typical function of rural schools is expanded since the schools are developed to become multifunctional community centres. Another way of convergence is to expand and stretch the formal learning space to reach out beyond the school building. Maestri di Strada (Street Teachers) is a good illustration of that since it was founded by two teachers. Initially, they weren't accepted in the schools, so they started working in the schoolyard or near the harbour and supported students with their exams. At the University of Veracruz

in Mexico, four regional centres connected to the university offered education on the level of bachelors degrees with the idea to decentralize the university. The project is an initiative that is developed in response to the stark under-representation of the indigenous population in higher education in Mexico.

Clearly, looking at these cases from these learning perspectives, it becomes clear that people are active participants in several different settings and diverse contexts. This view on learning, learning environments, and design of physical learning spaces connects to sociocultural perspectives where learning is understood as something that happens when people interact in different kinds of spaces.

## The cases present examples of extending, stretching or even transforming different learning spaces.

It is an inspiring thought that physical spaces, for example, a university, do not exist as isolated entities that are independent of other learning spaces. Instead, the #Multinclude cases acknowledge the interdependency between multiple spaces for learning, and thus represent a view of learning as connected (Erstad & Sefton-Green, 2013).

*Pedagogical environment*

The last dimension of a learning environment in this analysis is the pedagogical environment. In the #Multinclude cases, one can find several examples of pedagogical innovative ideas within formal institutions. A Norwegian primary school, Gaupen School, offers individualized learning pathways in primary school for both children with learning disabilities as well as extremely talented children. A Fabulous Journey through Grammar is an Italian project where 700 classes participate to bring children closer to traditional subjects in a creative, stimulating and inclusive way. Examples are the teaching of grammar and spelling through the use of workshop teaching and innovative methodologies. Another project from Italy is Pedagogy of Parents, that highlights the dignity of the parents' pedagogical action as educational experts. Working with the method of storytelling, the project has helped to create good relations and to facilitate information exchange between all the operators that are engaged with disabled children. The aim is to create a space of social recognition on the involved partners, to create a good practice that can be replicated in other inclusive contexts.

To sum up, #Multinclude cases present a rich variety on the design of innovative inclusive learning environment, both inside and outside institutions. A learning environment is social and includes conditions for learning to be conscious of, like the physical environment as well as the pedagogical environment (Swedish National Agency for Special Needs Education and Schools, 2018). The analysis of the cases acknowledges how a learning environment is complex and contextual, with "boundaries and thresholds to be negotiated" as Boddington & Boys

(2009) puts it. Foregrounded in the material are the social dimensions and the focus on creating spaces that cater for genuine encounters between people to share their repertoire of experience. Thus, aiming for a community of practice (Lave & Wenger, 1991).

The learning environments in the #Multinclude cases could also be understood as transformative and innovative. Learning environments, both formal and informal, are designed to invite participants to take the agency to shape both their learning paths and the spaces. The learning environments in #Multinclude often go beyond the boundaries of the educational system and expand towards society, creating intersections of multiple networks to form learning landscapes (Boddington & Boys, 2009).

**The #Multinclude cases highlight and challenge us to think of learning environments beyond the physical boundaries of educational institutions, and of learning as multi-sited practices in various sites in peoples' lives (Fataar & du Plooy, 2012).**

In 1969 the architect Giancarlo De Carlo wrote: "It is not unthinkable /…/ that a scholastic structure could consist of capsules which include libraries, laboratories, studies, teaching machines, learning models, etc., and which can move about in the urbanized areas to reach the places where groups of students and teachers live and carry on their

research, using structures, intended for other activities as well. The situation of the omnipresence of the school in the territories is probably very far away, but it can be taken as an ideal which has the possibility of becoming real" (p.27). The #Multinclude cases represent good examples of such places.

"...creating spaces that cater for genuine encounters between people to share their repertoire of experience."

## 6.2. Multinclude – analysis from an inclusive learning perspective

The involved cases of #Multinclude start at different points with regards to fostering learning and inclusion. In order to get a sense of common ideas and starting points for learning in the cases, a thematic analysis (Braun & Clarke, 2006) was carried out in three steps.

**01** In the first overall step, all learning approaches of the cases were identified and highlighted.

**02** The next step involved making an inductive data-driven categorisation and resulted in four major categories that all focused on creating an environment for inclusion or sense of belonging in relation to learning. This means that several cases within the #Multinclude approach, encourage learning and inclusion through bridging the gap between upper secondary school and higher education (bridging gaps), strengthen participants' social skills (learning and social skills), emphasise language hindrances (learning and language), or aim to involve a larger part of participants' everyday lives through a holistic approach (learning through a holistic approach). In some cases, these approaches are intertwined and combined and in others only one feature is highlighted. For this analysis, it was considered less important to force cases into one

of the categories, but instead to observe that these approaches existed, and, in addition it is possible to combine approaches to inclusive education in one case.

**03** The third and final step in the analysis focussed on verifying the categories and also forming a fifth category of other approaches. This fifth category involved cases that took their starting points in other nearby frameworks such as design for all, gaming or neuroscience. This short review will however focus on the four mentioned approaches.

*Bridging gaps*

> **A common point of departure in many of the involved cases of Multinclude is the aim of bridging gaps between upper secondary education and higher education and thereby providing possibilities for widening participation.**

Identification and sense of belonging in research literature are addressed as essential elements for widening participation. O'Keeffe (2013) discusses ways of increasing sense of belonging in relation to higher education and argues for a supporting and welcoming environment. He furthermore highlights the importance of support structures such as academic writing, student counselling, and student health centres. One way of bridging the gap between lower and higher education is exemplified in the case The first 100 days initiative. The aim of the project is to create an inclusive learning environment with focus on students from vocational

education and supporting them to stay in higher education. The project provides teachers the support to develop a more inclusive pedagogy by highlighting students' different backgrounds and contexts. This kind of support could be crucial as students from non-academic backgrounds tend to experience a lower sense of belonging compared to students from academic backgrounds. According to a study of Stebleton et al (2014), the difference between the two groups of students is significant.

Another example of bridging the gap to higher education is the case Line 14. In this case, youngsters from traditionally non-academic living areas are involved in activities arranged by the university already in secondary school. This means that the participants were engaged in activities such as mentoring programs, homework study, field trips and Summer College at the university. During a period of 15 years, the number of students entering university programs from this area has increased significantly.

*Learning and social skills*

Another common approach that is central to many of the Multinclude cases, is the focus on social skills and learning. Reicher (2010) discusses the role of social and emotional learning for building academic success within a framework of inclusion.

**Social and emotional learning can thus be seen as the process of socialization and education related to personal, interpersonal and problem-solving competences.**

Reicher argues that this process is a complex interplay between personal, situational and cultural factors. Important personal factors for learning and socialization are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In relation to the surrounding family, Klimes-Dougan and Zeman (2007) emphasise the importance of strengthening children's social skills through activities such as coaching, discussing, modelling, or social referencing. This approach is used, for example, in the case Common Thingy where parents, teachers and students work together for increasing students' social competences related to collaboration, flexibility, and open communication.

Some of the cases, which take the approach of learning and social skills, also highlight the importance of considering culture. Reicher (2010) emphasises how culture may provide the learner with a sense of identity and a frame of reference for understanding a setting or an environment. In a learning environment, this could involve guarding against inappropriate preconceptions based on ethnocentric values. Adapting a learning setting to the culture of the community requires recognition of values, norms and community characteristics. For example, this is done in the project E-fabrik, where young people and people with disabilities together build concrete solutions to a digital difficulty expressed by a disabled person in the group. This means that the project conveys different prerequisites for different young people and provides possibilities

for mutual understanding of the young peoples' everyday lives. Another example is the case UniClub, that aims to support newly arrived migrant youths when entering the educational system. Through 1:1 learning approach with personal mentors, young migrants are supported in homework and in understanding their new country, but the project also points to the importance of mutual learning for all involved participants.

*Learning and language*

One important issue for inclusive learning concerns language and literacy skills. According to Klinger and Murray (2012), learning in relation to language often focussed on those whose mother tongue differs from the language of instruction. However, the goal of widening participation and inclusiveness also put focus on the native-speaker students who do not exhibit language skills that align with expectations from higher education.

**There are thus large groups of students that benefit from putting emphasis on language in learning settings and several researchers argue for this explicit focus.**

For example, Percy (2014), argues that learning and language historically have been intertwined in academia and suggests a re-integration of these fields in order to enhance students' language and learning simultaneously. Also, Briguglio and Watson (2014) discuss the importance of language and learning and suggest a fully integrated language and learning

support. This means that the student helps herself/himself through generic support (such as a book of essay writing), gets faculty support through activities organised by academia (such as workshops), gets integrated support through emphasis on language in the teaching setting and fully integrated support where language development is integrated in curricula.

As mentioned, several cases within the frame of Multinclude approach learning from a language perspective. For example, the case Intercultural University of Veracruz which aims to increase participation from an indigenous language perspective. This means that the project, through decentralising the university and opening up a new campus but in addition offering lectures and seminars on both indigenous language and national language, could show a significant increase within the indigenous population taking Bachelor degrees. Another example is the case Accelerate to Graduate which focuses on providing an educational pathway for immigrants and refugees who are older than traditional high school students or lack credits to graduate and thereby risk not being able to qualify for higher education. An important focus is English as a second language and subject teaching. Yet another example, A Fabulous Journey through Grammar, focuses on primary school and aims to create the foundation for the achievements of linguistic competences in order to prevent early school dropouts.

*Learning through a holistic approach*

The learning and holistic approach is often adopted in cases of #Multinclude aiming at compulsory school and mainly lower secondary education. It involves taking a holistic perspective, which embraces not only the school environment and academic achievements, but also comprise for example the children's spare time or family situations. The holistic perspective has been found beneficial for students with special needs. In order to enhance learning, Berry (2011) saw benefits in

**going beyond a mere academic focus and adopting a holistic approach to the child's situation. This was done through focusing on peers, families and the child's self-esteem.**

The study of Rowe, Stewart and Patterson (2007) comes to similar conclusions and argues that inclusion or school connectedness could be enhanced through a health-promoting school approach.

There are several cases within the frame of #Multinclude, which take a holistic perspective on student learning by considering both the school situation as well as peers, families and spare time activities. The project No Bad Kids takes its starting point in the needs of children with behavioural patterns and suggests how teachers can work with these children and their families. It is a complex institutional development programme aiming at implementing a holistic behaviour-changing educational model. The programme involves providing

guidance on mentoring, supervision and peer support as well as working with the children's families. One important feature in this project is the individualisation of services and methods that are based on the child's needs. Another example is the case Individualised Teacher Approach for Inclusion, which aims to provide an individualised action to each student with a strong focus on well-being. Teachers are supported and encouraged to collaborate with each other in order to offer a holistic approach to every child's learning.

*Inclusive excellence*

Diversity issues are most commonly approached from the perspective of equality, which means that everyone is supported in the same way. However, in this approach the different needs of different social groups are not taken into account and therefore equality approaches do not necessarily turn into equal opportunities for all. For that reason, the focus within these cases is put on equity rather than equality, since

**equal access to education does not equate equal opportunities in succeeding within educational systems.**

In the article "Enacting Inclusivity Through Engaged Pedagogy: A Higher Education Perspective", Danowitz and Tuitt discuss the practice of engaged pedagogy in a doctoral program at the University of Denver. They argue that the increasingly diverse student body requires a transformation of educational practices in order to meet their needs. They make use of

the concept of Inclusive Excellence, which assumes that "teaching, research and service must be linked to diversity" (2011, 42). In that process it is important to make changes in the curriculum, the teaching philosophy, pedagogical principles and come to implications for the practice of engaged pedagogy that can be taken from teachers' experience. According to Del Carmen Salazar, Stone Norton and Frank Tuitt (2009), in the pedagogical approach of Inclusive Excellence, there are five dimensions important in inclusive practices and methods:

**01** Intrapersonal awareness (self-reflexivity);

**02** Interpersonal awareness (awareness needed to foster effective classroom dialogue with and between students);

**03** Curricular transformation (developing a curriculum that reflects multiple perspectives, teaching examples etcetera);

**04** Inclusive pedagogy (in which teachers and students are considered co-constructors of knowledge);

**05** Inclusive learning environments (fostering a safe learning environment where all students' voices are heard and welcome).

From the Inclusive Excellence framework, enabling uncomfortable conversations is part of a growth-process, as is the relevance of a language of high expectations to the success of students.

## Using language to emphasize strength instead of deficit when addressing students is important:

"We should be mindful of deficit thinking, which means to avoid talking about 'fixing flawed' students and rather create inclusive environments that enhance and stimulate learning for all students".[3] It is interesting that the cases in the #MultInclude database take place in different learning environments, within the classroom, within the educational institution and outside of the educational institution. The conditions for learning within these environments are not necessarily taken into account in the process of development and implementation but can be important enabling elements of success. Such as the relevance of intentionality to the success of the initiative, which has been central to the process of analysing the impact of the cases.

*Reflections on learning approaches in Multinclude cases*

Fostering equal opportunities for education is a worldwide challenge and is emphasised by UNESCO through the Education 2030 framework for action and by UN in sustainable development goal four on education. According to UNESCO, the goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenges and benefits of diversity. Furthermore, ensuring that each individual has an equal opportunity

for educational progress remains a challenge in all educational settings.

As argued, the cases included in the framework of Multinclude adopt a broad variety of ways when considering learning and inclusion. This is seen in the different themes Bridging gaps, Learning and social skills, Language and learning and Learning through a holistic approach, that emerged from the analysis. The variety indicates the complexity we face when discussing inclusive education and that, based on local conditions, the actions needed for an increased inclusive education vary. This means that cases within the frame of #Multinclude could be seen as inspiring examples of ways of working in practice with inclusive education. A common feature for most of the cases is that they provide possibilities for new learning environments and innovative learning approaches. This means that the different cases take their starting points in important, local dilemmas related to education and thereafter create new meeting areas or learning environments for student learning and development. Furthermore, most cases emphasise the issue of sense of belonging when aiming at including marginalised groups into the educational system and thereby support these students in identifying themselves as part of an educational setting.

**Theory of Learning**

# Typology of the case studies and the most important findings

07

## 7.1. Introduction

The #MultInclude consortium collected over 70 published cases that were subject of this analysis. The overview on pages 64-67 shows all the case studies specified by title, the executing institution, city, country, type of education, the year the case study started and the #MultInclude case provider. The MultInclude database provides a wealth of contextualised qualitative data related to the 72 case studies that were taken into account for this analysis. Despite the review process there are differences in consistency, quantity and level of detail between the case studies. The primary angle of the case studies is social inclusion and not the level of education as such: educational initiatives concerning social inclusion (this can be formal, non-formal as well as informal education) on the education pathway up to tertiary education (or more specific: ISCED 5 and higher). There was a strong emphasis on grass roots initiatives.

A few characteristics of the case studies in the #MultInclude database:

**60 of the 72** of the case studies are grass roots initiatives;

**64 of the 72** case studies take place in Europe;
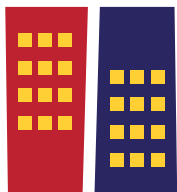
**26 of the 72** case studies are based in superdiverse, majority-minority cities (Crul 2013);

**64 of the 72** case studies mentioned that they monitor the progress of their programme;

**49 of the 72** case studies are based on existing theoretical frameworks;

**47 of the 72** case studies are initiated because of policy measures or driven by lack of policy;

**61 of the 72** case studies collaborate with 2 or more stakeholders;

**64 of the 72** cases receive some form of financial support. A third of the programmes receive funding from a government (national, provincial or local), a third from education institutions and a third from private foundations or sponsors.

| Nr. | #MultInclude case provider | Case Studies | Insitution(s) | City | Country | Type of education (education provider) | Year the project started |
|---|---|---|---|---|---|---|---|
| 1 | ECHO | College Café – Bachelor of Social Work | Amsterdam University of Applied Sciences | Amsterdam | Netherlands | HE | 2015 |
| 2 | ECHO | Top Traject | Saxion University of Applied Sciences | Twente | Netherlands | HE | 2014 |
| 3 | ECHO | Academic Diversity Program | Amsterdam United | Amsterdam | Netherlands | IE/NE | 2013 |
| 4 | ECHO | Foundation Year | Boswell-Bèta Institute | Utrecht | Netherlands | IE/NE | 2015 |
| 5 | ECHO | Study Halls | Positive Society | Amsterdam | Netherlands | IE/NE | 2010 |
| 6 | ECHO | FIF - Preparation course for migrants and refugees | VIA University College | Aarhus | Denmark | HE | 2017 |
| 7 | ECHO | Harvesting the Sun's Energy | University of the West Indies | Kingston | Jamaica | HE | 2016 |
| 8 | ECHO | MOOC - transportation sciences | University of Hasselt | Hasselt | Belgium | HE | 2016 |
| 9 | ECHO | Office of Diversity and Inclusion Faculty Fellows | University of Denver | Denver | USA | HE | 2018 |
| 10 | ECHO | Chronicle Conversations: social blogging | University of the West Indies | Kingston | Jamaica | HE | 2013 |
| 11 | ECHO | Live grading | Nevada State College | Nevada | USA | HE | 2012 |
| 12 | THUAS | Hang In there | The Hague University of Applied Sciences | The Hague | Netherlands | HE | 2018 |
| 13 | ECHO | Koplopers (Front runner) | Rotterdam University of Applied Sciences, InHolland University of Applied Sciences Rotterdam, Secondary Vocational Schools, Municipality | Rotterdam | Netherlands | HE | 2016 |
| 14 | ECHO | Taalexpertisecentrum THUAS (Language expertise centre THUAS) | The Hague University of Applied Sciences | The Hague | Netherlands | HE | 2016 |
| 15 | ECHO | University for All | University College Dublin | Dublin | Ireland | HE | 2015 |
| 16 | ECHO | Who Am I And Who Are You? | Bindelmeer College Amsterdam | Amsterdam | Netherlands | SE, VET | 2017 |
| 17 | ECHO | Inclusive Campus Life | University of Applied Sciences Utrecht, Lapland University of Applied Sciences, Panacky University, Thomas Moore | Utrecht, Kemi, Olomouc, Kempen | Netherlands, Finland, Czech Republic, Belgium | HE | 2015 |
| 18 | ECHO | Realizing the inclusive international, intercultural classroom. A professional learning community for higher education teachers. | Rotterdam Business School | Rotterdam | Netherlands | HE | 2015 |

**Typology of the case studies and the most important findings**

| Nr. | #MultInclude case provider | Case Studies | Insitution(s) | City | Country | Type of education (education provider) | Year the project started |
|---|---|---|---|---|---|---|---|
| 19 | ECHO | The First (and last) 100 Days Initiative | The Hague University of Applied Sciences | The Hague | Netherlands | HE | 2018 |
| 20 | ECHO | WERKplaats Inclusieve Pedagogiek en Didactiek ("WORKplace Inclusive Pedagogy and Didactics") | Rotterdam University of Applied Sciences | Rotterdam | Netherlands | HE | 2017 |
| 21 | ECHO | Urban Education 070 | The Hague University of Applied Sciences | The Hague | Netherlands | SE | 2018 |
| 22 | ECHO | Revised Theatre in Education Program at ArtEz Academy of Arts | ArtEz | Arnhem | Netherlands | HE | 2017 |
| 23 | ESHA | Common Thingy | Közbigyó | Budapest | Hungary | IE/NE | 2017 |
| 24 | ESHA | Firda Open School | Firda Upper Secondary School | Sogn of Fjordane | Norway | SE | 1998 |
| 25 | ESHA | Complex Inclusive Programme | Igazgyöngy Alapítvány | Told | Hungary | IE/NE | 2009 |
| 26 | ESHA | School as Multifunctional Community Resource | Open Society Foundation | Riga | Latvia | IE/NE | 2009 |
| 27 | ESHA | Hospiedu (Kórházsuli) | Kórházsuli Alapítvány | Budapest | Hungary | IE/NE | 2015 |
| 28 | ESHA | Sound Stimulation Project | Estimulacion Sonora Foundation | Santiago | Chile | IE/NE | 2010 |
| 29 | ESHA | Inclusive Vocational Education | Killester College of Further Education | Dublin | Ireland | HE | 2002 |
| 30 | ESHA | Free Meals in Kindergarten | Local municipality of the 7th District of Budapest | Budapest | Hungary | ECE | 1992–2002 |
| 31 | ESHA | LGBTQI Inclusive Education Index | IGLYO | | | IE/NE | 2016 |
| 32 | ESHA | No Bad Kids | Pressley Ridge Hungary Foundation | Budapest | Hungary | IE/NE | 2003 |
| 33 | ESHA | Answering the challenges of talented children | Gaupen Skole | Ringsaker municipality | Norway | PE | 2009 |
| 34 | ESHA | Individualised teacher approach for inclusion | Ila Skole | Trondheim | Norway | PE | 2009 |
| 35 | KUW | Oma/Opa Projekt – Bridging Generations for Education | NL40 – Verein zur Förderung des Menschen in seinem Bedürfnis nach Gesundheit, Kommunikation, Integration sowie Kunst und Kultur (Association for Promoting Human needs in Health, Communication, Integration, Arts and Culture) | Vienna | Austria | IE/NE | 2009 |

| Nr. | #MultInclude case provider | Case Studies | Insitution(s) | City | Country | Type of education (education provider) | Year the project started |
|---|---|---|---|---|---|---|---|
| 36 | KUW | EAFIT Children's University | Universidad EAFIT | Medellin | Colombia | HE | 2005 |
| 37 | KUW | E-Fabrik | Association TRACES | Paris | France | IE/NE | 2015 |
| 38 | KUW | Interkulturelles Mentoring für Schulen (Intercultural mentoring for schools | Plattform für Kulturen, Integration und Gesellschaft, Verein der Absolvent/innen des Instituts für Kultur- und Sozialanthropologie, University Wien (Alumni association of the Department of Social and Cultural Anthropology, University of Vienna) | Vienna, St. Pölten | Austria | HE | 2010 |
| 39 | KUW | Mz* Baltazar's Laboratory | Mag. Dr. Stefanie Wuschitz MPS | Vienna | Austria | IE/NE | 2010 |
| 40 | KUW | Participatory Research and Needs Assessment to Develop the Certificate Course: Basics in Education Studies for Teachers with Refugee Background | Center of Teacher Education/Department of Education. Course at Postgraduate Center of the University of Vienna | Vienna | Lower Austria (Burgenland) | HE | 2016 |
| 41 | KUW | *peppa girls' centre | Caritas of the Archdiocese of Vienna | Vienna | Austria | IE/NE | 2009 |
| 42 | KUW | Sissa for Schools | Sissa MediaLab | Trieste | Jamaica | HE | 2012 |
| 43 | KUW | UniClub | Vienna University Children's Office | Vienna | Austria | IE/NE | 2015 |
| 44 | KUW | Universidade Júnior – Junior University | Universidade do Porto | Porto | Portugal | HE | 2005 |
| 45 | KUW | Youth Center "Sale für Alle" ("Sale" for everybody) | Sale für Alle – Das offene Kinder- und Jugendzentrum | Vienna | Austria | IE/NE | 2009 |
| 46 | KUW | Olympia International Film Festival for Children and Young People | Olympia International Film Festival - Social Cooperative Enterprise | Pyrgos | Greece | IE/NE | 1997 |
| 47 | Dschola | Penny Wirton Schools | Penny Wirton | Rome | Italy | IE/NE | 2008 |
| 48 | Dschola | Scuola in Ospedale | Scuola Polo regionale: I.C. "A. Peyron" di Torino | Torino | Italy | PE, SE | 2015 |
| 49 | Dschola | E-VAI (Education Volition Acceptance Integration) Street Teachers | Maestri di Strada ONLUS (Street teachers) | Naples | Italy | IE/NE | 2009 |
| 50 | Dschola | Fuoriclasse in Movimento | Save the Children | Naples | Italy | IE/NE | 2011 |
| 51 | Dschola | Pedagogia dei genitori (Pedagogy of parents) | Istituto Compensivo Volpiano | Piedmont | Italy | IE/NE | 2014 |
| 52 | Dschola | A Fabulous Journey through Grammar | Associazione di promozione sociale ProXXIma | Piedmont | Italy | IE/NE | 2015 |

Typology of the case studies and the most important findings

| Nr. | #MultInclude case provider | Case Studies | Insitution(s) | City | Country | Type of education (education provider) | Year the project started |
|---|---|---|---|---|---|---|---|
| 53 | Dschola | Educate for including, include for educating | ITIS Fauser | Novara | Italy | SE | 2018 |
| 54 | Dschola | CalaMajo - the video journal of the school | IT IS E. Majorana - Grugliasco | Torino | Italy | SE | 2018 |
| 55 | Dschola | SD4-Scratch for Disability | Dschola | Piedmont | Italy | IE/NE | 2017 |
| 56 | Dschola | Modi-Improve the teaching organization | Instituto Comprensivo Rina Monti Stelle | Piedmont | Italy | IE/NE | 2017 |
| 57 | Dschola | Cafelatte | IIS A. Castigliano - ASTI | Asti | Italy | SE | 2014 |
| 58 | Dschola | Try Again, Sam | City of Turin | Torino | Italy | IE/NE | 1989 |
| 59 | MAU | Line 14 | Örebro University | Örebro | Sweden | HE | 2003 |
| 60 | MAU | The Big Read | Kingston University | London | England | HE | 2015 |
| 61 | MAU | Inspiration 5 | Malmö University | Malmö | Sweden | HE | 2009 |
| 62 | MAU | The Centre for Teaching and Learning and Widening Participation | Malmö University | Malmö | Sweden | HE | 2018 |
| 63 | MAU | Din Röst Ska EKA!/ Your voice shall echo | Pedagogisk Inspiration | Malmö | Sweden | IE/NE | 2014 |
| 64 | MAU | Nightingale mentoring programma and network | Malmö University | Malmö | Europe and Africa | HE | 1997 |
| 65 | MAU | Regional SI-PASS (Supplemental Instruction Peer Academic Study Session) | City of Malmö | Lund | Sweden | HE | 1993 |
| 66 | MAU | Inclusion for Real | City of Malmö | Malmö | Sweden | IE/NE | |
| 67 | KIC | Studium+M (Studying with migration background) | Deutsches Studentenwerk | | Germany | IE/NE | 2015 |
| 68 | KIC | Accelerate to Graduate | Iroquois High School, Jefferson County Public Schools | Louisville | USA | SE | 2009 |
| 69 | KIC | Programme in the Liberal Arts and Sciences (PLAS) | University of Malta | Msida | Malta | HE | 2014 |
| 70 | KIC | Universidad Veracruzana Intercultural (UVI) | University of Veracruz | Veracruz | Mexico | HE | 2004 |
| 71 | KIC | Staatliche Europa - Schule Berlin (SESB) | Senatsverwaltung für Bildung, Jugend und Familie Berlin | Berlin | Germany | SE | 1992 |
| 72 | KIC | Studieren Probieren (trying out studies) | österreichische Hochschüler - Innenschaft | Vienna | Austria | IE/NE | 2009 |
| 73 | KIC | Watchaskool | Watchado | Vienna | Germany, Switzerland, Austria & Italy | IE/NE | 2014 |

**Typology of the case studies and the most important findings**

# 7.2. Target groups

Given the fact that many of the studies are relatively new, this shows that there is a growing commitment in Europe to take action and initiate programmes with a focus on social inclusion in education. Social inclusion within the case studies are interpreted and aimed at from different perspectives. The data on the diversity of target groups in table 2 show that there are many underserved, underrepresented and excluded groups in European education and society that benefit from the programs represented in the case studies. However, it is unfortunate that complex and undesirable situations in society are an incentive for policy improvement. The report of the EU Thematic Working Group on Early School Leaving (2013) distinguished policy measurements of EU Governments in three stages: prevention, intervention and compensation. "Prevention measures seek to tackle ESL before its first symptoms are visible. Intervention measures are defined as measures addressing emerging difficulties at an early stage. Whilst preventing ESL is more efficient than compensating its effects, compensation measures will always be necessary for those young people who have had their education interrupted due to various reasons." A comprehensive long-term strategy on inclusion in education aiming to improve access and success of students in different educational stages should ideally have programmes focussing on all three areas. On the other hand, some case studies could have been designed with the purpose of prevention but would also serve an intervention or compensation purpose.

It all depends which target group a programme is aimed at, to whom (individual or group of individuals) would a programme be of added value. It also depends for which stakeholder (entity within a system or institution) a programme would be an asset or would serve to solve a policy/political purpose. An example of a programme designed with the aim of prevention is Try Again Sam initiated by the City of Turin (Italy) and in fact serving a recent development in the city of Turin because of changing demographics which is leading to inequities in education, society, communities and families. A concrete cause is early school leaving, but the programme turned out to have many different intended and unintended benefits for different target groups and stakeholders in the city of Turin. For some individuals and stakeholders, it is a matter of prevention for others a matter of intervention or compensation. Try Again Sam is the only case study where boys are specifically mentioned as a target group as well as girls. It is not clear what type of intentional interventions are taken to address the specific needs of boys. However, it is worth mentioning that despite the evidence of schools not being able to support boys' academic achievement, resulting in higher ESL rates and lower attainment, including in tertiary education, there are relatively less or not intentions to act whether as a prevention, intervention or compensation. There is a growing body of knowledge in the United States and in Europe in the UK with more policy attention and programme development to empower and support boys and men in general and boys and men of color in particular.

**Graphic 1: Overview of the targetgroups within the #MultInclude case studies N=195***
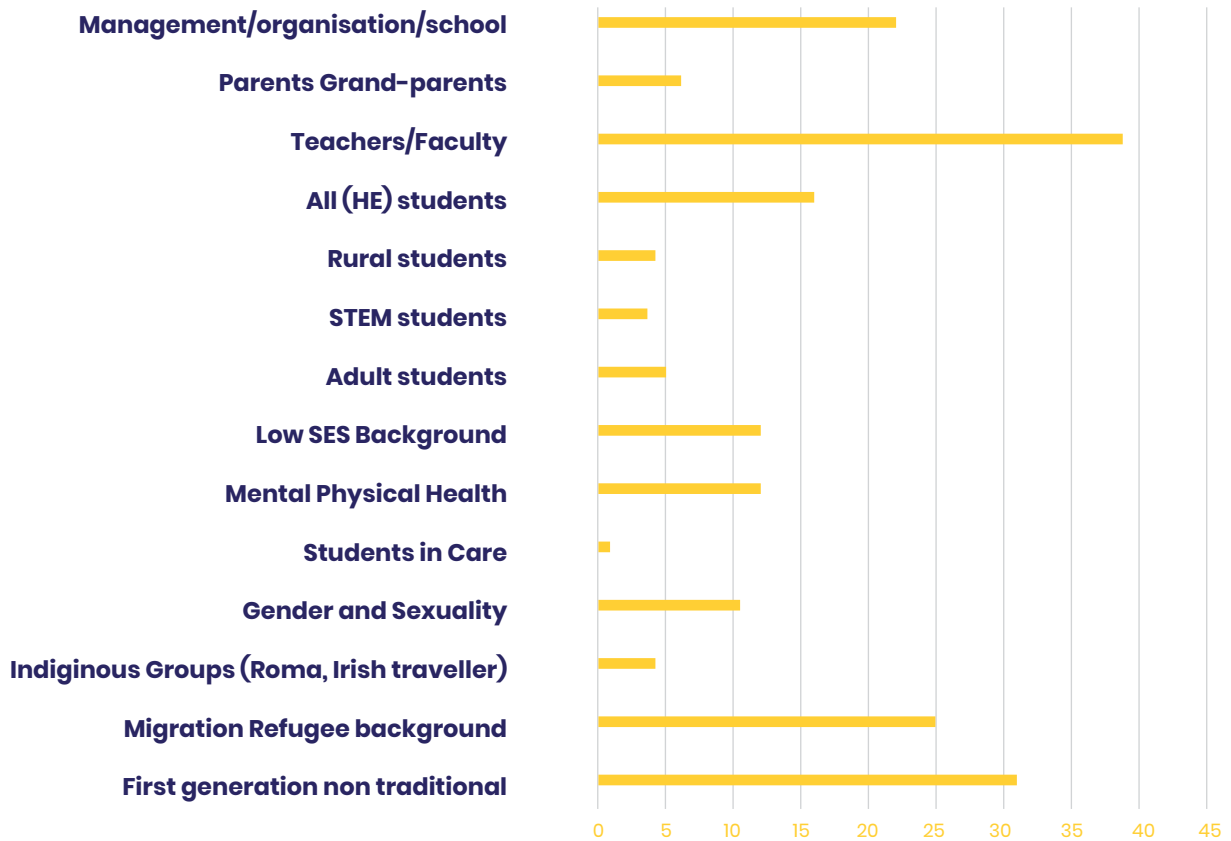


*N=195: some case studies focus on multiple target groups*

*Source: #MultInclude*

An analysis of the data in table 2 reveals the high number of case studies that focus on the role of teachers and faculty in tertiary education. There are some great examples of case studies with an intentional focus and purpose to professionalise, empower, support and create awareness among teachers in schools and faculty in tertiary education. Interesting examples are ODI Faculty fellows at the University of Denver (USA), WORKplace Inclusive Pedagogy and Didactics at Rotterdam University of Applied Sciences (Netherlands), Individualised teacher approach for inclusion of Trondheim Kommune (Norway), Participatory Research and Needs Assessment to Develop the Certificate Course of University of Vienna (Austria), E-VAI Street Teachers in Napoli (Italy), The Centre for teaching and Learning and Widening Participation at the University of Malmö (Sweden). Striking is the relatively small number of case studies focussing on low SES background and rural students. Almost half of the case studies have 1st generation and migration and refugee students as a target group. An interesting fact is the number of case studies in higher education institutions that focus on all students and in fact choose a generic approach instead of a specific policy approach.

**Typology of the case studies and the most important findings**

This is often a strategic politically driven choice of social desirability and in some instances in institutions with much ethnic diversity, a color-blind approach is implemented instead of color brave approach. Sarah Ahmed (2017) specialized in ineffective diversity approaches within higher education and warns of the use of diversity policies and diversity documents in the same way that Crul (2016) argues that these do not guarantee or result in equal opportunities. According to Crul (Super)Diversity might be a reality of European society as a whole but getting to the point of seeing this (super-diversity of society) reflected within higher education, institutions and organizational bodies is another story. Diversity can be physically present, but the facilitation as well as the sense of belonging of those who do not inhabit the norm is not a given. Both Crul and Ahmed argue that diversity and inclusion is not about counting non-normative bodies, but also about how these non-normative bodies find a sense of belonging.

## 7.3. Educational sectors

The networks, communities of practice and communities of scholars of the #MultInclude partners are positively represented in the diversity of education sectors, providers and a combination of formal, informal and non-formal education. More than 31 of the 72 cases are provided by institutions of (formal) tertiary education, while 1, 4 and 9 of the 72 case studies are situated in schools - respectively

(formal) early childhood- primary and secondary education.

**Graphic 3: case studies differentiated by education sector N=74**
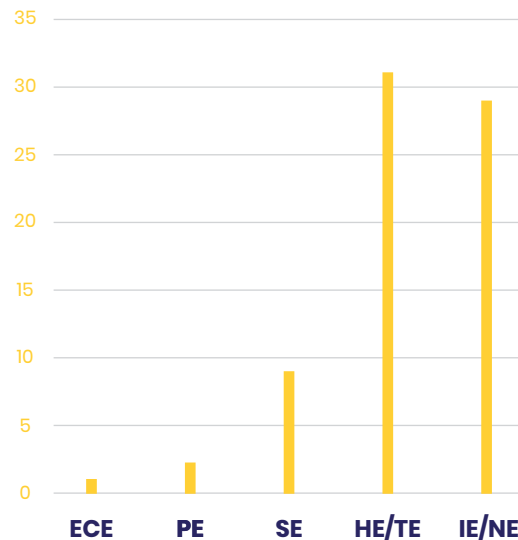


*N=74: two cases focus on more than one sector*

*Source: #MultInclude*

29 of the 72 case studies are initiated and executed by informal/non-formal education (IE/NE) providers. Learning in this case takes places outside of formal education institutions. Of the 29 IE/NE providers 13 focus on children in primary-, 15 on students in secondary, 11 on students in tertiary- and 2 on students in LLL education. Of the 31 case studies in tertiary education 5 cases focus on children in primary and 6 in secondary education.
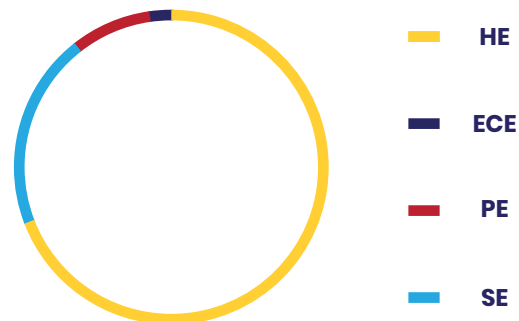
**Graphic 4: share of education sector within Informal/non-formal and formal education providers**

Informal / Non-formal Education



Legend:
- HE
- LLL
- PE
- SE
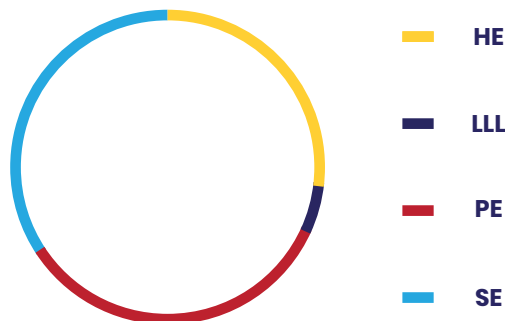
Formal Education



Legend:
- HE
- ECE
- PE
- SE

# 7.4. Grassroots

#MultInclude has put a large emphasis on identifying grassroots case studies. Grassroots initiatives are bottom up, small scale, community driven initiatives, often underfunded and are more often focussed and very intentional in their aims. Grassroots activities rely on volunteers to collaborate within the organisations in combination with a small staff. Interestingly, these grass roots initiatives show commitment in vision and practice, are flexible organisations and therefore able to immediately respond to societal needs. In some cases, grassroots initiatives know how to transform into a movement and are therefore able to reach and connect with a larger community. With today's technology, access to open source software and social media, grassroots initiatives are more visible than ever in presence and opinion to their communities as well as their stakeholders (policymakers and funders). There

are many interesting examples in the database of grassroots initiatives, for instance StudyHalls in Amsterdam (Netherlands), a European wide initiative LGBTQI Inclusive Education Index, Youth Center "Sale für Alle" in Vienna (Austria), Caffelatte in Asti (Italy) and WatchaSKOOL executed in Germany, Switzerland, Austria and Italy. All these initiatives, and there are many more, respond to political, economic, societal developments and provide concrete solutions that can be provided on a short term, for relatively low costs and are actually able to reach the target groups for whom their activities were designed for. StudyHalls, initiated by Positive Society in Amsterdam started in 2010 with one facility in a neighbourhood in Amsterdam and grew to 24 facilities in different parts of Amsterdam. StudyHalls provides homework support to 450 students from primary and secondary schools living in less resourced neighbourhoods with many challenges. The majority of children and students in those neighbourhoods have a non-western

**Typology of the case studies and the most important findings**

migration background.

WatchaSKOOL, is a fairly new (2014) initiative from Watchado. This Austrian start-up provides career orientation and aspiration for schools in 4 European countries, was able to scale up activities in just a few years and implement their activities in other EU countries. They provide interactive inspirational talks, supported with video stories of over 6000 professionals in a wide variety of jobs. Since 2014, over 80.000 young people were reached through this project. These are just two very interesting examples of programmes that started small, have a focussed societal and economic driven mission and ambition, were successful, have shown to reach impact among their target audience and were able to upscale. There are also examples of grass roots initiatives within formal education institutions for instance the case Hang in There from The Hague University of Applied Sciences. This is an example of a grassroots initiative of a professor, lecturers and students from the Lectorate on Inclusive Education to increase access using storytelling.

## 7.5. Aims and Activities

Graphic 5 shows the aims of case studies mentioned by the coordinators of the case studies. The different case studies have multiple aims that vary from quantitative to qualitative aspirations, short-term and long-term goals and some even set targets with more or less realistic aims. Graphic 6 shows the activities that were organized to reach the intended aims. Just like

it is the case with regards to the different aims, there is also a variety of activities – among which some are very intentional and small-scale like providing free meals for children in Kindergarten in a local municipality in Budapest (Hungary) – to policy change which is a supportive activity as part of multiple activities within case studies. Creating policy change in collaboration with multiple stakeholders is necessary to uphold a longer timeframe and, therefore, a more long-term activity. Activities to create policy change do not necessarily have to lead to success or impact. However, if the aim is to also change the system instead of making a difference for individuals alone, then changing policy is a necessary complimentary activity.

In the list of aims and activities there are more expected, almost universal, aims that are related to achieving social inclusion in education like creating access and opportunities, increase study success and lowering ESL. These aims are often part of strategic national, local (city) or institutional policy. Aims to improve access and success are very much related to the local context and dependent on the conditions of the learning environments and the level of awareness of teachers and faculty in the area of inclusive education but also the visible representation of target groups for instance migrant groups within the teaching staff.
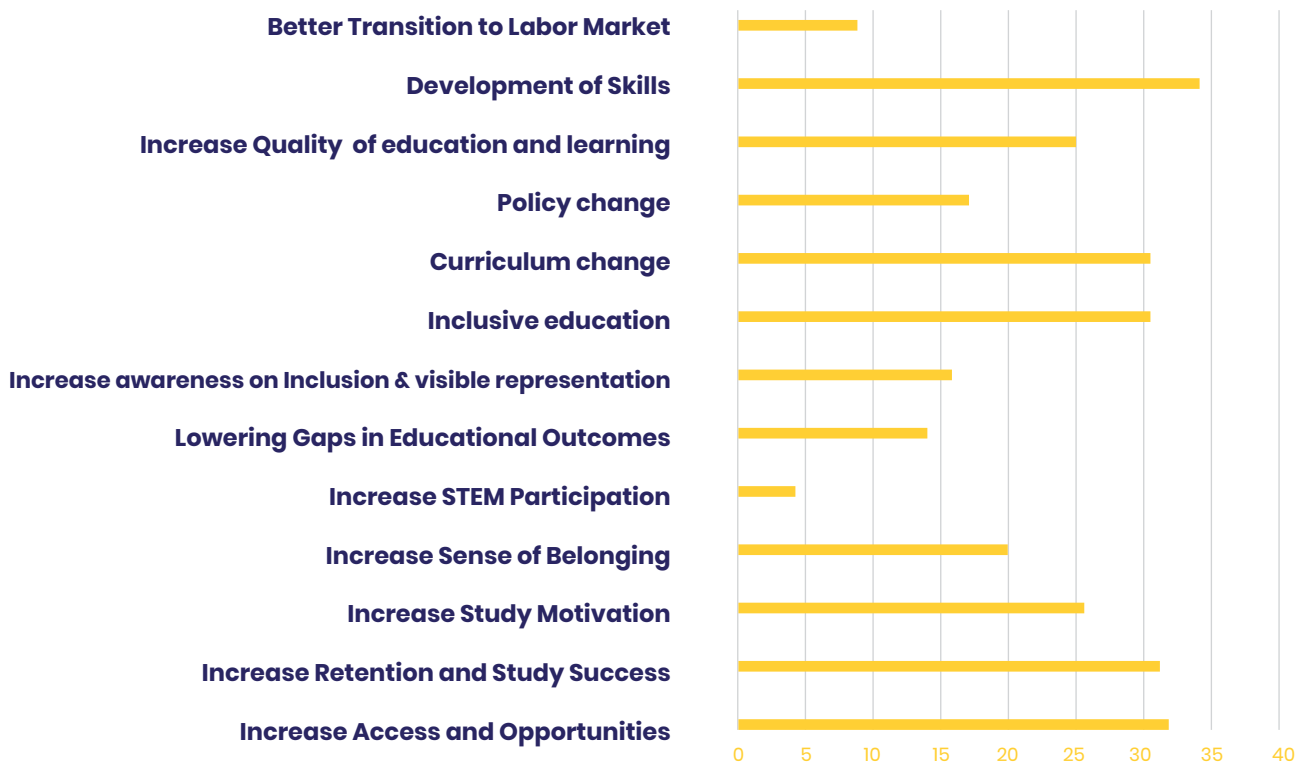
The aims can be clustered into 4 categories:

• Access and opportunities to (tertiary) education;

- Retention and success in education (quantitative aim). With inclusive education, increasing study motivation and creating a sense of belonging as qualitative aims but also as conditions to actually achieve the intended aims;

- Transition to the labour market and skills development;

- Policy change and Inclusive education as more holistic and long term aims. With curriculum change and increasing awareness, visible representation of the target groups and increasing quality of education and learning as supportive aims as well as conditions to achieve these holistic aims.

**Graphic 5: overview of (multiple) aims of #MultInclude case studies, N = 294**



*N=294: case studies have multiple aims*
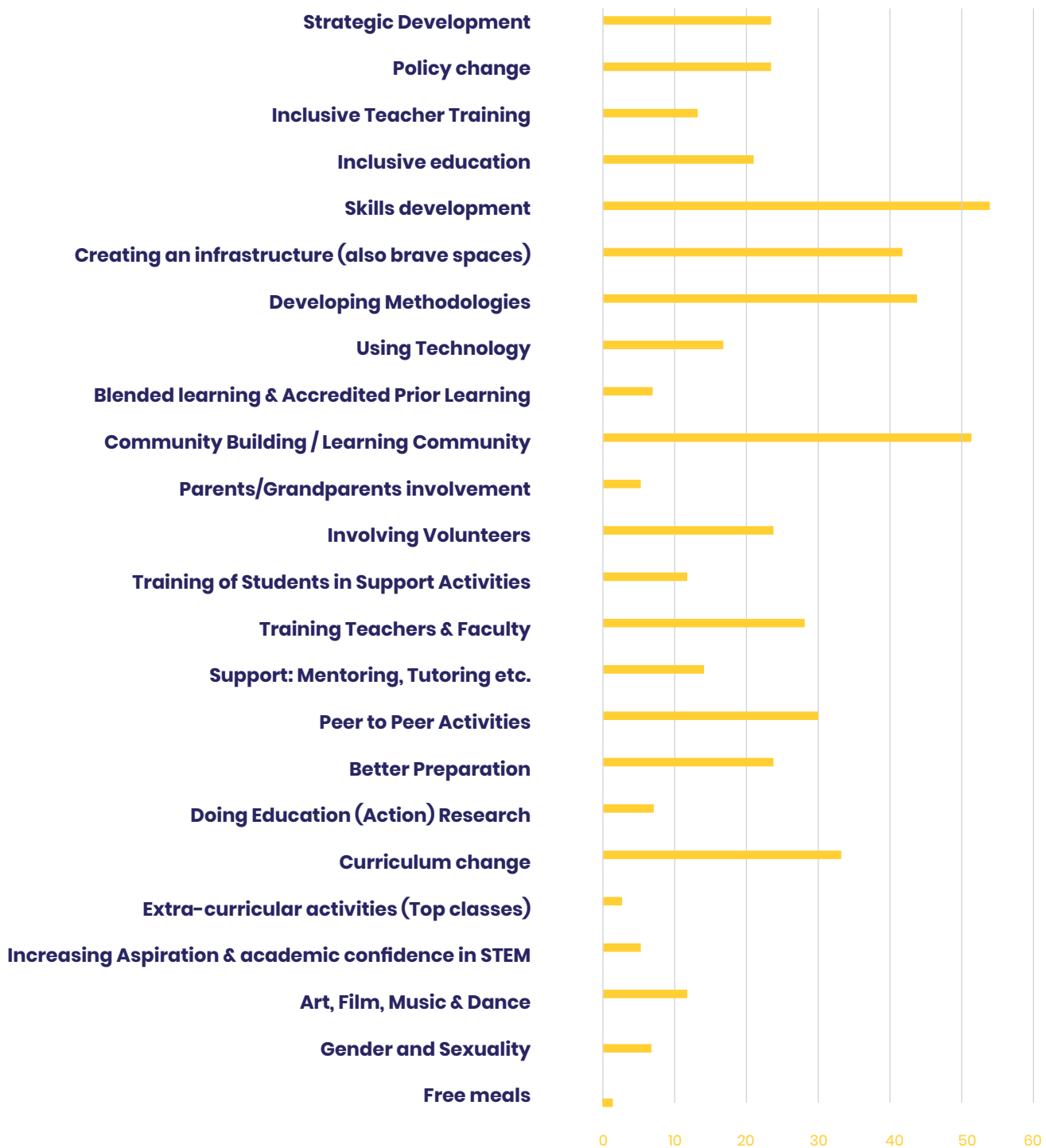
*Source: #MultInclude*

**Typology of the case studies and the most important findings**

# "Success is viewed as the combination of transformative aspects within the project that are accelerators for change."

Activities can also be clustered into 4 categories:

- Student centred activities within learning spaces;

- Teacher centred activities within learning spaces, on an institutional- and city level;

- Curriculum centred activities within learning spaces, on an institutional- and city level;

- System centred activities on an institutional, community, city or national level.

It is interesting to see how much the agenda setting of the EU, the OECD and national governments are focusing on the theme of skills development. Developing skills is the most important aim (34) and activity (54) within the 72 case studies. Another interesting fact is that community building and learning communities are mostly considered as one of the most important activities. This is also related to the high share of informal and non-formal education providers and the fact that most of the activities are perceived as grassroots activities.

## Graphic 6: overview of activities to implement intended aims of #MultInclude case studies, N = 501



| | |
|---|---|
| Strategic Development | |
| Policy change | |
| Inclusive Teacher Training | |
| Inclusive education | |
| Skills development | |
| Creating an infrastructure (also brave spaces) | |
| Developing Methodologies | |
| Using Technology | |
| Blended learning & Accredited Prior Learning | |
| Community Building / Learning Community | |
| Parents/Grandparents involvement | |
| Involving Volunteers | |
| Training of Students in Support Activities | |
| Training Teachers & Faculty | |
| Support: Mentoring, Tutoring etc. | |
| Peer to Peer Activities | |
| Better Preparation | |
| Doing Education (Action) Research | |
| Curriculum change | |
| Extra-curricular activities (Top classes) | |
| Increasing Aspiration & academic confidence in STEM | |
| Art, Film, Music & Dance | |
| Gender and Sexuality | |
| Free meals | |

*N=501: case studies have multiple activities*

*Source: #MultInclude*

**Typology of the case studies and the most important findings**

# 7.6. Success and sustainability

An important part of the analysis is to look whether case studies achieved the intended aims through the executed activities. As mentioned in paragraph 2.6, success can be interpreted by looking at quantitative results and qualitative results of methodologies, process results, successful perceptions based on interviews etc. Before sharing results based on the information in the case studies, graphic 7 shows an overview of the cases diversified by year of initiation. The question is whether the number of years that case studies exist are an indicator for success. Almost half of the cases started in 2014 or earlier, 25 cases even started before 2009. These cases can be considered sustainable based on the number of years they exist. The other half of the cases started after 2014, of which 6 cases even started in 2018. Given the fact that #MultInclude started in 2018 it is very unlikely that all of these case studies can provide evidence of success unless the initiatives are part of an existing provision of successful programs. A good example is for instance ODI Faculty Fellows at the University of Denver, which is part of a 10-year comprehensive strategy within the University of Denver to increase racial representation in among students and faculty and inclusion in education.

The expectation is that even case studies that have been initiated after 2014, can show some results. It is however more realistic to expect results and successes from a qualitative point of view. For instance, creating an inclusive infrastructure within institutions and schools, changing curriculum, professional development of teachers and faculty and creating (strategic) commitment on institutional, community and city level should be seen as a success since this is always a condition to get funding or staff time. In addition to this, it is important to note here that programs that have been sustainable for over 10 years or longer are also exposed to the changing societal context in Europe, changing political climates, new leadership within institutions, economic developments that are posing challenges for funding. These are all realistic conditions and challenges, since even sustainable programs with proven success have to deal with this reality. In many instances, these programs can rely on a longstanding network of supporters on different levels in society, as well as supporters and volunteers within communities that can also serve as agents of change.

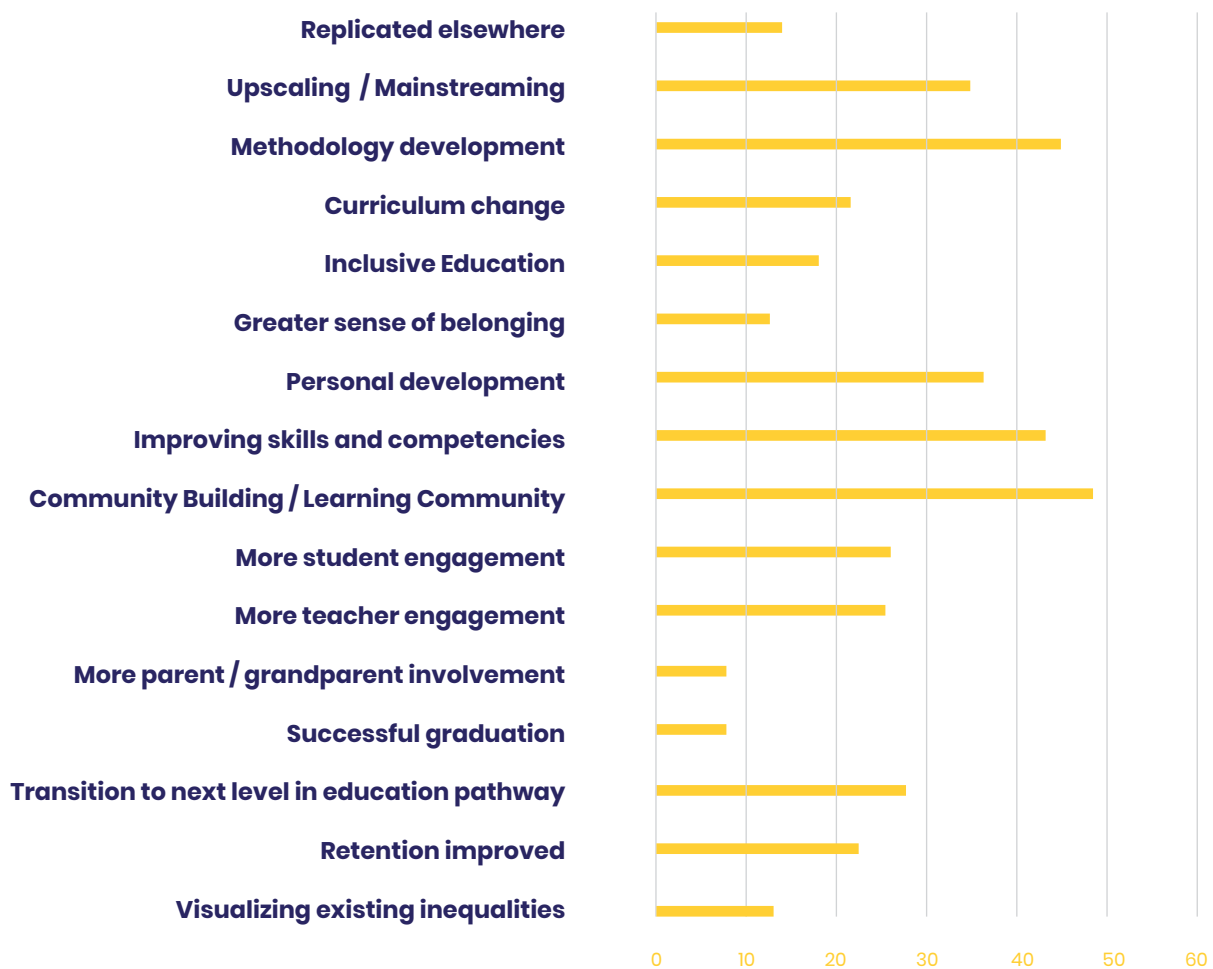## Graphic 7: Overview of case studies by year of initiation, N=71
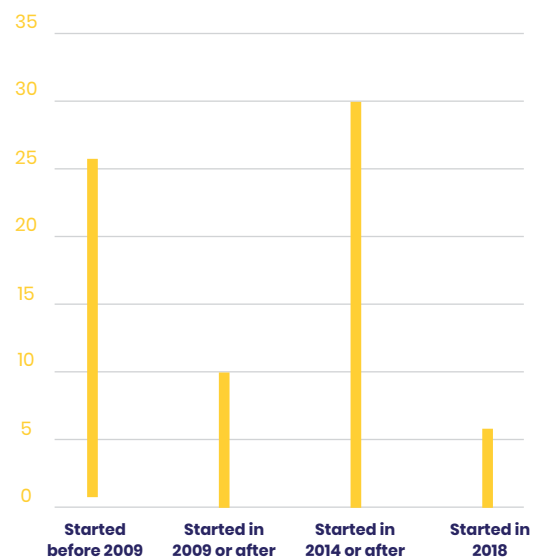


*N=71: one case did not provide date of initiation*

*Source: #MultInclude*

The results in Graphic 8 visualize that less long quantitative results are achieved, such as successful graduation. Instead, more results were mentioned in the process to successful graduation such as transition to the next level in the education pathway and improved retention. Given the large number of grass roots initiatives and informal and non-formal education providers it was expected that community building and creating learning communities were some of the most mentioned results. In almost two-third of all case studies, community building and creating learning communities was mentioned as a successful outcome of the project. Interestingly, also many results have been achieved in the area of skills development. As mentioned, policy attention in combination with funding can accelerate results. The question still remains to what extent these results also reached the intended target groups. It is interesting to see the progress on the areas of methodology development, more teacher engagement, more student engagement as well as upscaling, mainstreaming and replication elsewhere.

## Graphic 8: Results of the casestudies, N=403



*N=403: Case studies mentioned multiple results*

*Source: #MultInclude*

**Typology of the case studies and the most important findings**

# 7.7. Collaboration

Many of the described and analysed cases are situated within different educational contexts and many successful inclusive education initiatives are developed by NGO's that closely collaborate with schools and educational institutions. Collaboration and different types of support are important parameters. This is even more important since the majority of the cases started as grassroots initiatives and many of the cases are run by non-profit (community) organisations.

Graphic 9 and 10 show that cases need a variety of support to exist and be sustainable in the short-

and long-term. Cases are often part of one or more networks and collaborate with different stakeholders. Although financial support is a prerequisite for existence, commitment of and within organisations, political- and in-kind support are equally necessary. Graphic 10 shows that cases collaborate with stakeholders within the formal education structure (schools and institutions) as well as other stakeholders mostly outside the formal structure like parents, foundations and civil society organisations. Given the local context of most of these cases the local government is a more mentioned stakeholder than national government.
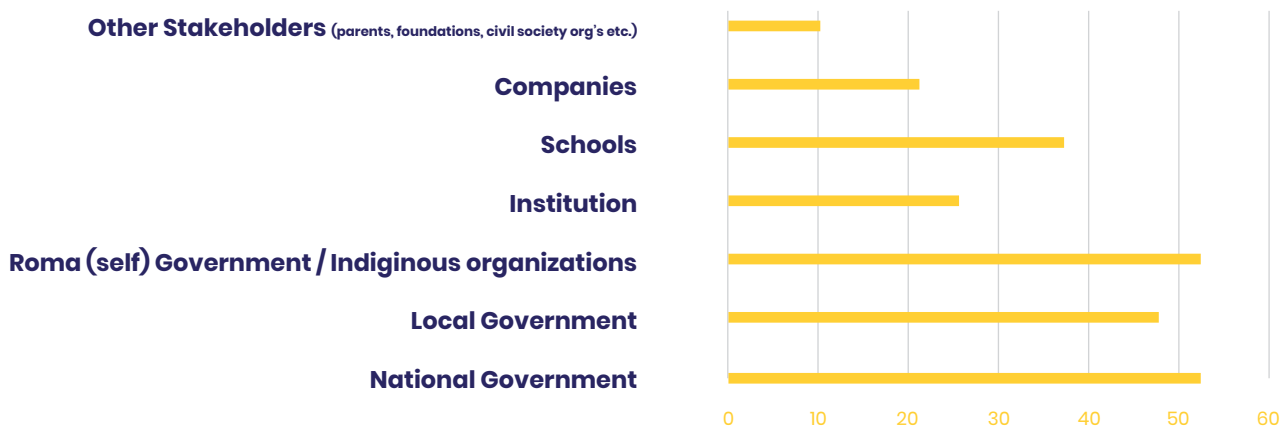
## Graphic 9:  Different types of support provided to cases, N=188
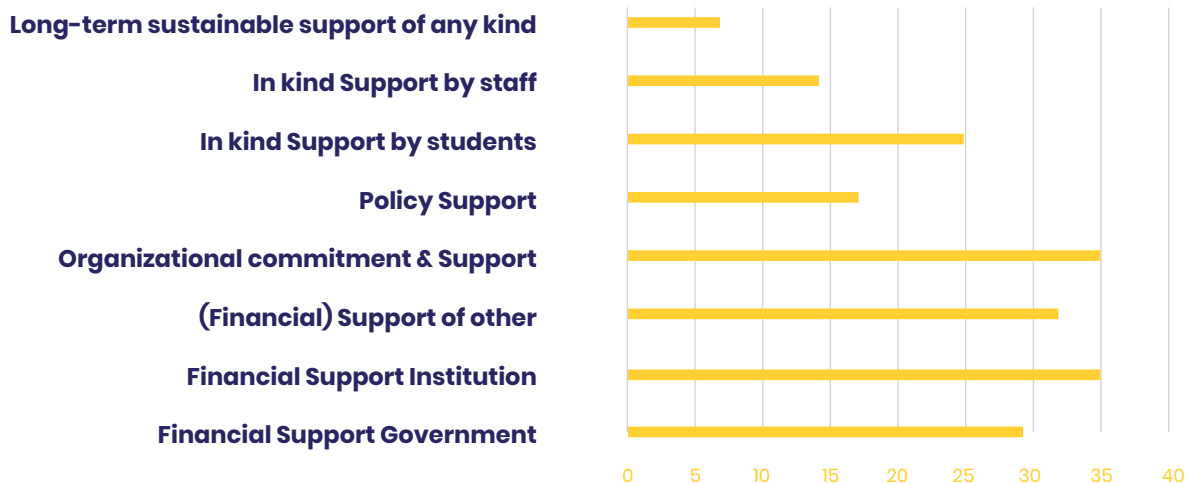


N=188: Case studies mentioned multiple results

Source: #MultInclude

**Graphic 10: Identified stakeholders per case, N=195**

| | |
|---|---|
| Other Stakeholders (parents, foundations, civil society org's etc.) | |
| Companies | |
| Schools | |
| Institution | |
| Roma (self) Government / Indiginous organizations | |
| Local Government | |
| National Government | |

0    10    20    30    40    50    60
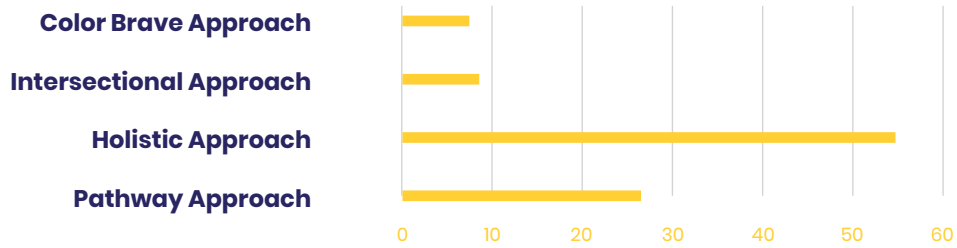
*N=195: Case studies mentioned multiple results*

*Source: #MultInclude*

# 7.8. Identified approaches

The analysis of #MultInclude aims to present a typology of case studies and identify indicators and strategies for success based on the collected input from programme coordinators who were interviewed by the consortium partners. As the nature of all 72 case studies differ in complex ways, not all case studies can be analysed through evidence-based strategies let alone show sustainability. While dealing with the different natures of these projects we have analysed the case studies with the help of a set of indicators that seek to uncover success in a way that is not only viewed as something that has measurable impact like access-, early school leaving- and/or study success rates. Success is viewed as the combination of transformative aspects within the project that are accelerators for change.

As mentioned in the previous paragraphs quantitative and qualitative results are not necessarily a guarantee for inclusive education for all. It remains important to stay critical in assessing the achieved results. Are there transformative aspects or approaches within the presented cases that can be helpful in this process? Graphic 9 gives an overview of four identified approaches: a color brave approach, an intersectional approach, a holistic approach and a pathway approach.

**Graphic 11: Identified approaches per case, N=95**



Color Brave Approach
Intersectional Approach
Holistic Approach
Pathway Approach

0  10  20  30  40  50  60

The majority of cases, 54 of the 72 case studies, mentioned holism as a transformative aspect and are aware of the multiple factors that play a role in achieving inclusive education. 26 of the 72 cases used a pathway approach. This was not so much mentioned as a pathway approach, but these case studies referred to transformative aspects such as a strategy for regional collaboration between education sectors and suppliers with the aim to increase retention and study success in the educational pipeline. The intersectional- and color brave approach were mentioned in respectively 8 and 7 cases. These are cases that are intentional and specific to what inclusive education means to their context. To enhance this process, Europe will need more knowledge development and examples of programmes that are actually using a specific language of inclusion. This is a language that builds on the strength of underrepresented and underserved groups instead of using a language of deficit. This is also a language that acknowledges the diversity of identities in European societies and cities. Understanding the context and realities of underserved communities also means acknowledging that not everybody is treated equally either unintentionally or intentionally.

These approaches, a color brave approach, an intersectional approach, a holistic approach and a pathway approach, can be seen as identification strategies to explain the causality between the many indicators and characteristics of the cases in the #MultInclude database. The cases are built on their own context-related visions and value systems, that fit certain approaches more than others. The decision for a specific approach is linked to the mission of the organisation and its context. For that reason it is important to be mindful of the reasons why and the process how changes occur. Identifying change processes of cases in one context does not guarantee success if implemented and scaled up in a different geographical and social context with different demographics and educational provisions. This shows that it is not a linear process to create more inclusive learning environments in schools.

**Typology of the case studies and the most important findings**

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**Language of inclusion builds on the strength of underrepresented and underserved groups instead of using a language of deficit.**

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# Cities and the urban context

08

All institutions that are highlighted in the #Multinclude database are determined to improve equity and inclusion for the diversity of students in schools, higher education institutions and communities. The reference to context was one of the most important conclusions of the analysis of the EU funded project IDEAS (IDentifying Effective Approaches to enhancing the Social dimension in Higher Education) and remains central to this analysis as well. Clearly, there is no 'silver bullet' nor a 'one size fits all' solution (IDEAS 2016) to the many issues that are presented as challenges for institutions. Cities and the impact of diversity in cities are contextual facts of many of the cases in #MultInclude. Interestingly, 25 of the 72 cases are situated in 5 cities in 4 countries in Europe, namely Amsterdam, Malmö, The Hague, Torino and Vienna. For that reason, this analysis acknowledges the importance of the specific urban context in many of these cases.

Based on a publication of Eurostat on Statistics in Europe, "more than half the world's population resides in urban areas: cities continue to attract an increasing share of people in search of a job and an improved quality of life. Indeed, cities are often seen as centres of economic growth, providing opportunities for study, innovation and employment; poles of economic activity that attract a broad spectrum of people (be they national or international migrants). This is particularly the case for capital cities, which are often characterized by high economic activity, employment and wealth. Yet, there is often a paradox insofar as some cities also display very high levels of social exclusion, unemployment and income disparity, while some cities may be confronted by issues such as crime, traffic congestion or pollution. Furthermore, within individual cities it is possible to find people who enjoy a very comfortable lifestyle who are living in close proximity to others who face considerable challenges. This expansion of population numbers both within and around some of the metropolises in the European Union (EU) — sometimes referred to as urban sprawl — is accompanied by a range of complex challenges, such as issues relating to sustainability, social cohesion, an ample supply of housing, or the provision of efficient transport services." (Eurostat)

Education and pathways to success in education are necessary to develop the knowledge base and skills of the population in urban regions. Education is needed to complement the economic development on one hand and equally important to provide accessible pathways to and through education. Urbanization, globalization, national and international migration, technical innovation and digitalization influence national economies. Cities and urban regions play an important role since they are 'hubs' with concentrations of human- educational- and financial capital. Human potential and a knowledgeable and skilled workforce are important parameters to enhance economies. The growing diversity in society is a new reality that influences policy on a national, European and global level.

**Cities and the urban context**

According to the OECD, one in ten people across OECD countries are foreign born and there are also many existing inequities on other levels. The Global Access to Postsecondary Education initiative, GAPS, has brought together experts, practitioners, activist leaders and higher education decision makers from different cities to identify and discuss various regional efforts around the globe. These conversations that took place in The Hague (NL), Campinas (BR), Cape town (ZA), Denver (US) and Hong Kong (CN) led to a few focus areas for GAPS, one of them being: "Preparing learners for, access to, enrolment in and completion of quality post-secondary education at institutions that value and engage fully in inclusive education, global learning and social responsibility."

Creating access to learning for all in highly diverse and concentrated urban areas is not without challenges when the social dimension of inclusion in education is taken into account. (Super-)Diversity has become a reality for many urban contexts within Europe. As sociologist Maurice Crul (2016) argues, emancipation of second- and third generation migrant youth will result in the increase of social- and cultural mobility which would then possibly lead to inclusion. Emancipation meaning that this particular group of adolescents would be able to participate within institutional as well as educational sectors. However, emancipation is not a given when this particular group of youth enters educational institutions that have a history of excluding them.

(Super-)Diversity might be a reality of European society as whole but getting to the point of seeing this (super-diversity of society) reflected within education, institutions and organizational bodies is another story.

**Diversity can be physically present, but it is not a given that this also leads to the facilitation of inclusive education or a sense of belonging of those who do not inhabit the norm.**

# 8.1. The new diversity

According to Crul (2013), the integration debate within Europe has led to a dead end; the reality of multi-ethnic cities has already emerged. Cities like Brussels (BE), London (UK) and, Amsterdam (NL) for example, can be regarded as majority-minority cities. In the city of Amsterdam only 49.7% of the population has a Dutch heritage, whereas the other 50.3% of the population shares an ethnicity that includes 176 countries. Crul argues that in order to effectively deal with this reality with the aim of creating a new reality of equal opportunities for all, it is of upmost importance to create a social context in which second generation migrant students have the opportunity to emancipate within educational, employment and housing conditions (2013, 11). It is however important to note that this multi-ethnic reality is not limited to metropolitan centres, but that some rural parts of Europe also deal with diversity within their population.

Crul's research builds on the term **"superdiversity": a form of diversity that rejects looking at ethnic diversity from a singular perspective, but urges a more complex definition of diversity by namely looking at the other axes of difference within ethnic communities, such as: gender, educational background, socio-economic status, age cohorts and generations (Crul 2016, 54).** Crul connects the concept of intersectionality (Crenshaw, 1990) to in-group differences in order to monitor the impact super-diversity makes in relation to differences in opportunities on local and national levels (Crul 2016, 66-67). This is quite a unique approach, as it utilizes the concept of intersectionality while still remaining specific rather than broad and vague. Emancipation of the second – and third generation youth will result in an increase of social- and social-cultural mobility, according to Crul (2013). This is however all dependent on the conditions shaped by national and institutional policy and the reality within learning environments.

His current work in addition to his work on the majority-minority context is "Becoming A Minority" (BAM) under H2020. This project focusses on a new phenomenon in Western Europe and, according to Crul, this phenomenon presents itself as one of the most important societal and psychological transformations of our time. Crul argues that this new focus, analyzing the experiences and opinions from the former majority in this majority-minority context, is particularly important since the field of migration and ethnic studies is stagnating because of the one-sided focus on migrants and their

children. The question is no longer how migrants and their children are integrating within these contexts, but how the former majority adapts to this new reality. Therefore, this new project will be executed in three harbor cities, Rotterdam, Antwerp and Malmö and three service sector cities, Amsterdam, Frankfurt and Vienna.

## 8.2. #MultInclude and pathways to success

As mentioned above, in the #MultInclude database concentrations of cases from five cities are represented: Amsterdam (4), Malmö (5), The Hague (4), Torino (3) and Vienna (8). These cases together represent the need of the scope of what is necessary and possible to create inclusive and accessible pathways to learning. Although many of these cases were developed in response to social, economic and educational inequities – and some of them as a response to a political reality like the influx of many refugees in the past years - most of the cases can also be seen as micro innovations in education.

Education is being interpreted as the whole of formal-, informal and non-formal education with education institutions as one of the many stakeholders to improve educational outcomes for all, greater social upward mobility and social cohesion in cities. There are cases in the database that were developed to create successful pathways from primary and secondary to tertiary education. The cases from these cities are a result of a combination of policies and programs, initiated by local governments, schools, universities and informal and non-formal education providers. Education institutions from the respective cities share not only a responsibility to provide quality education but are also very much aware of their role towards the greater society. The cases in all five cities are more or less developed in close collaboration with their municipalities and other regional stakeholders. Each case, as well as the different cases combined, show the potential to add to the transformative growth and development of the city in total.

These pathway programs are often developed from an economic imperative (increasing graduation in secondary education and enrollment and success in tertiary education) as well as an equity imperative (intentional support to increase opportunities). Pathway programs have multiple areas of improvement: students, teachers, schools, tertiary education institutions and community organizations. The community organizations can be compared with formal and informal education providers in the #MultInclude database. Therefore, it is important to note here that there are many varieties of pathway approaches.

**The goal of many pathway programs is to break the vicious cycle of low education and poverty (PSE) and therefore provide a (sometimes) centred set of support for underrepresented and underserved populations in the urban education system.**

*Pathway approaches in Amsterdam*

The #Multinclude database entails many interesting cases that highlight the successes of certain pathway approaches within specific urban contexts, that together have the potential to contribute to the development of that respective city. To provide two examples of this, it is interesting to look into some cases from this database that are situated in the regions of Amsterdam and Malmö. In the context of Amsterdam, the example of Study Halls is particularly interesting. This case grew from a small grass-roots idea into an initiative that operates in 24 different locations across the city. It is designed for children and students in primary and secondary education within particular superdiverse but also very vulnerable neighborhoods, providing educational support by making a physical space and tutoring available within that specific area. In that process, Study Halls work closely together with parents and schools, but also with other ngo's, the district council of Amsterdam Nieuw-West and the Northern part of Amsterdam.

Another interesting example is the case of Who Am I and Who Are you? that was developed at a secondary school in the context of a very diverse area of Amsterdam. This project aimed to raise awareness about the importance of curriculum

development together with staff and students to increase sense of belonging for all students. The project focused around the main theme of the 'Multicultural Society' and centralized the experiences of students in relation to their surrounding and the urban context. Locally, the neighbourhood got involved and the different cultures formed a big part of the content of the project itself. Also, students were asked to work on (partly self-chosen) tasks like art performances, vlogging or interviewing people on the streets regarding their cultural background. Both Study Halls as well as Who Am I and Who Are You? are therefore cases that, in their own way, show a motivation to work on issues and the development of the city of Amsterdam.

Another case from Amsterdam that facilitates a pathway to success in education is the Academic Diversity Program which is an initiative developed within the context of a higher education institution, respectively the University of Amsterdam. Students of Amsterdam United developed a fully student-led and student-centred mentoring program, the Academic Diversity Program (ADP), in which first-year students are paired up with senior students to facilitate a smooth transition to higher education. During this program, diversity-related topics are discussed to empower participating students, contributing to a sense of belonging and enhancing their academic performances and study success. The focus is to address and discuss cases regarding diversity, inclusion and exclusion and they work closely together with the institution to increase student success in education, in particular for those students that are underrepresented and/or underserved.

*Pathway approaches in Malmö*

The #Multinclude database also shows there are several pathway approach cases in the urban context of Malmö that are interesting to highlight in this chapter as well. Malmö is a very multicultural, but also rather segregated city with areas facing many socio-economic challenges. An example of a case that aims to facilitate access throughout the educational system is the case of Inclusion for Real from the city of Malmö. This case is particularly interesting from the perspective of a pathway approach, since it involves all schools in Malmö and is rolled out in three departments of education: pre-primary schools, primary and secondary schools and upper secondary schools. This project enrolled train-the-trainer trainings based on 'norm criticism' for school leaders and managers of schools in Malmö with the aim to combat discrimination and inequality throughout the entire school system. All preschools/schools have assigned one or two process leaders to help implement the 'norm criticism' principles in day to day practices of these schools. This initiative is successful since it responds to perceived needs among teachers and school leaders to collaborate and develop a common strategy, to truly facilitate equal opportunities and real inclusion for all in the city of Malmö.

Another interesting case that facilitates a pathway to higher education in Malmö is the case of Inspiration 5. This is an initiative from Malmö University that aims to widen participation in higher education by inspiring children from Malmö schools that traditionally show a lower transition rate into higher education. In the project, a delegate

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and two students of Malmö University visit grade 5 school pupils to engage in discussions about higher education in a relaxed way, to show movie clips from different programs and to play games involving different educational programs. Also, grade 6 pupils are asked to visit the university a full day to participate in different workshops and quizzes. Grade 7-9 pupils can join the university for half a day to participate in different workshops and grade 9 pupils are invited to the department of Dentistry at Malmö University. These interventions aim to inspire young children from these regions in the city for higher education, thereby smoothening the transition and contributing to the goals of the university to widen participation of underrepresented groups in education and society.

*Conclusion*

The previously described cases in the cities of Amsterdam and Malmö are some examples of pathway approaches that are part of the #Multinclude database. As mentioned in the previous chapter, 26 out of all cases are analysed from the perspective of a pathway approach. All those case studies referred to transformative aspects such as a strategy on regional collaboration between education sectors and suppliers with the aim to increase retention and study success in the educational pipeline. That is important since it has become challenging to create access to learning for all, particularly in highly diverse and concentrated urban areas. For that reason, there are many cases that focus on the social dimension of inclusion in education. All these pathway initiatives have in common that they are developed to cater to the needs of the urban,

changing and new superdiverse population of cities like Amsterdam and Malmö and many other cities. In the case of inclusive education practices in Europe, it has become increasingly important to be aware of those superdiverse contexts. Since not all cases in the database are part of a pathway program, many of these programs can potentially benefit from the experiences of pathway programs with many examples from other superdiverse cities in the US, like CUNY in NYC and CPS in Chicago and PSE in Canada (Toronto). Taking that new reality as a given has proven particularly important to build on and collaborate to create environments that foster learning and enhance a sense of belonging for all types of groups of students. Many cases have shown to be successful but also highlighted the need for the development of different pathways to support underrepresented and underserved children and students.

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(Super-)Diversity might be a reality of European society as a whole but getting to the point of seeing this (super-diversity of society) reflected within education, institutions andorganizational bodies is another story.

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# Conclusion & recommenda-tions

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This report highlights the most important findings of an extensive analysis of over 70 cases that all aim to strengthen youth, students, teaching- and non-teaching staff in schools and universities across Europe in particular. All of these cases are collected and described by the consortium of the EU funded project #MultInclude to contribute to a better understanding of inclusive practices and initiatives. With small investments, cases can be replicated and scaled up in different contexts with small changes to the specific conditions of those new contexts. There is a growing need to learn from these different interventions, especially given the fact that our **societies:**

**01** Are changing rapidly due to demographic and technological changes;

**02** Are facing challenges with regards to fostering social mobility and equal opportunities;

**03** Are part of a competitive globalizing world in which striving for innovation is central to maintain a leading position and there are thus growing demands for educated people.

These are the most important reasons for the EU to develop an agenda for inclusion in education, since the rapidly changing contexts are demanding for it and thus it is more important than it ever was. This raised the question:

# What type of policies, strategies and practices are needed to create more effective educational systems for all children and students?

In this report, we aimed to provide some conclusions and recommendations to this question.

Although #MultInclude aimed to develop a database with evidence-based ideas for inclusion, not all case studies are examples of **evidence-based strategies**, let alone show sustainability given the fact that some of the described cases are still relatively new. The project was conceived to elicit, promote and disseminate some of those ideas that were developed in different parts of the world, mainly in Europe. During the process of analysing these cases it has proven particularly interesting to understand the different nature of these projects from a **value-based perspective.** This perspective seeks to uncover impact in a way that is not only viewed as something that is measurable in quantitative terms. Examples of measured effects are access, early school leaving rates or study success rates. In this analysis, success is thus rather defined in terms of accelerators for change. Seen from this perspective, the potential and relevance of intentionality has been central to the process of analysing the impact of the cases as well. So, a first important conclusion that can be drawn from

this analysis is that all initiatives differ in aims, intent, goal setting, contexts, target groups and resources - and are therefore valued in complex ways.

To be able to do justice to the variety and richness of all of these different cases, it is important to acknowledge the complexity and diversity of the different contexts in which these cases are developed. Clearly, the database has provided a rich and very diverse overview of different potential sustainable solutions that enhance inclusion within our societies through education. Most of the cases are structured around the following aims:

**01** Creating opportunities and facilitating access to (tertiary) education;

**02** Increasing retention, success, study motivation and sense of belonging for children and students;

**03** Facilitating a smooth transition to the labour market and skills development;

**04** And lastly, policy change from an inclusive education perspective.

So, as mentioned in the methodology chapter, the cases are described from the perspectives of transformation in strategic administrative actions, curricular change and pedagogical changes.

For that reason, an important conclusion that can be drawn from this analysis is that **fostering inclusive education is not guaranteed by one separate intervention alone because there are many different intentional as well as enabling factors that contribute to the level of impact of a project.** In developing interventions that foster inclusive environments for children and students in different educational sectors it is important to be mindful of the fact that strategies for successful attainment, by lowering ESL in secondary education or increasing retention in higher education, should go beyond traditional groups and focus on a combination of elements and approaches. Increasing retention should be linked to changes in the system of education, elements of school or institutional climate, elements related to the learning environment, the content and design of the curriculum, the competency and awareness of the teachers and lecturers related to diversity as well as taking the context of students' lives and social environments into account.

**Therefore, based on the analysis of this database of more than 70 initiatives, we recommend 4C's: Context, Coherence & Commitment and Content.**

These 4C's, derive from the analysis and are interrelated and complementary variables necessary to develop strategies for improvement:
- Context relates to four identified approaches to impact interventions of inclusive practices;
- Coherence & Commitment are preconditions to ensure sustainable impact;
- Content relates to the identified conditions to improve the learning environment.

*Context*

The context of every case in the #MultInclude database is unique. **Responding to the diversity of contexts is crucial and a pre-condition for success.** This makes context the most important variable to take into account. Four approaches have been identified that contribute to impactful educational interventions of inclusive educational practices. **These approaches are the Color brave approach, a Holistic approach, an Intersectional approach and a Pathway approach: CHIP.**

*Color brave approach*

This approach supports the notion of being intentional and purposeful in enhancing inclusion in education. Frank Tuitt mentioned the importance of "Paying attention to the cultural differences students bring to the educational experience and leveraging those rich diverse experiences to enhance the learning environment." This requires the **acknowledgement of differences in ethnicity, identity and access to power** with the intention to create a sense of belonging. The color brave approach is a meaningful and intentional way to value different perspectives. This is in particular relevant for societies in parts of Europe where superdiversity is a reality and basically the new norm.

*Holistic approach*

It is notable that the far majority of the cases adopted a student-centred holistic approach in which the entire school, study and academic environment – as well as the private and family context of individual children and students – are taken into account in the design of the project. Most cases developed initiatives that aim to provide support within all of those contexts to ensure success in different educational sectors. This is particularly successful for those students that have special needs or face other challenges and are at risk of ESL if they are not supported properly. Therefore, it has proven important to **be mindful of the contexts outside of the classroom** that can play a role in students' achievements in schools and tertiary education. For that reason, this is definitely another important conclusion:

**A holistic approach seems to be an important condition for most inclusive practices that want to ensure true impact.**

*Intersectional approach*

Also, in the process of analyzing the impact of inclusive interventions in education, an intersectional approach can contribute to an enhanced understanding of what elements of a specific project were important indicators for success to those specific and sometimes overlapping target groups. Many cases of the #Multinclude database are therefore developed from an intersectional approach in which those different in-group differences are taken into account.

Disparities caused by diversity dimensions that also overlap, like socio-economic background; gender; religious, migrant or ethnic background; health or mental conditions or other stereotypes, are creating divisions in education systems that affect our societies.

It has proven to be important to be **mindful of those in-group differences** as well as what terms like underrepresented groups actually mean in reality. Especially since the presumption is often that underrepresented groups are also lacking support but that unrecognized minorities, or even traditional majority-groups, can be underserved as well. As an example, Eurostat has presented a report that provided insights in ESL (early school leaving) rates per country that differentiate data for males and females, as well as for native born, foreign born, from within and outside of the EU. For future research, it can be particularly interesting to focus on collecting data from an intersectional approach.

Some cases have shown to incorporate a combination of approaches, like an intersectional as well as a color brave approach that include more intentional and specific starting points within their respective contexts. Instead of considering children and students from underrepresented groups underperforming, these examples are particularly interesting to learn from because these types of projects develop knowledge and languages of inclusion in practice that build on experiences of underserved groups. The combinations of these particular approaches are thereby acknowledging the diversity of identities in European societies and cities.

*Pathway-approach*

Another important conclusion of this analysis is that many cases in the #Multinclude database aim to increase educational success by **developing equitable and realistic pathways to education as well**

**as within educational systems.** Interestingly, the richness and diversity of the cases show that there are many different ways in which pathways to success in education can be designed. Where some cases described their projects focused on curriculum development from an inclusive framework or on engaged pedagogical skills, other cases established an infrastructure in which students can thrive. The combination of these different approaches and efforts altogether form a pathway-approach that centralizes student support throughout different educational contexts. Especially the cases in the database that show a pathway-approach from primary and secondary to tertiary education in cities like Amsterdam and Malmö are interesting examples based on this analysis, given the fact that these programs are the results of collaborations between policymakers, education institutions as well as non-formal and informal educational providers that are grassroots organizations. These strategies contribute to and improve equitable opportunities for underrepresented populations, aspiration development, motivation for science education, lower ESL and increasing access to tertiary education from a pipeline mindset and pathway-approach in the superdiverse urban context.

Because of the many factors that contribute to the success and level of impact of a project, inclusive education cannot be guaranteed by one separate intervention or strategy alone. After a thorough analysis of the cases we recommend four approaches that contribute to impactful educational interventions of inclusive educational practices. These four approaches underlie a notion that is a necessary condition for all four approaches, namely: collaboration. In addition, the value-based perspective, is a foundational driver for success. **The value-based perspective focuses on indicators of success in terms of accelerators for change**, rather than on measurable effects such as early school leaving rates or study success rates. The main benefit of such a perspective is that it takes intentionality into consideration and highlights the differences between initiatives and how they are valued in complex ways by different people.

*Coherence & Commitment*

Since many of the described and analysed cases are situated within different educational contexts, an interesting outcome of this analysis is that many successful inclusive education initiatives are developed by NGO's that closely collaborate with schools and educational institutions.

The level of impact of formal education institutions on a regional level are partly the result of these collaborations. Important factors in this process are the level of motivation, communication and commitment between different actors and (formal, non-formal and informal educational) organizations, the vision regarding access that is specific to that respective context

but also the resources that are made available with regards to how children and students are accommodated.

**Therefore, we recommend more close relations and outreach strategies to organizations that are currently more or less invisible but do play an important role in contributing to those successes.**

*Content*

The cases that are discussed tell us more about what strategies are taking effect in various projects and policies concerned within inclusive education. Most cases place emphasis on collaboration and peer-learning, particularly on the social environment of the students and forming so called communities of practice. By doing so, extra focus is put on making the participants active agents in their learning process, which the cases show to be effective ways of increasing the sense of belonging amongst students. Additionally, building support structures that help increase the sense of identity and belonging of pupils in secondary education in relation to higher education has shown to bridge the gap between the two, making for a more fluid transition from secondary education to higher education. In these support structures it would be wise to pay attention to the pupils' cultural backgrounds and their language skills, since the cases have demonstrated their importance.

Various cases have shown that **paying attention to cultural backgrounds and native language has a positive effect on the participation of underrepresented groups in higher education.** In Danowitz and Tuit's Inclusive Excellence framework, the use of certain types of language is also shown to emphasize strength and create a stimulating environment for all students.

So, to conclude, there is a need for proven practices that respond better to the needs and identities of diverse communities in Europe. Demographic, economic and political changes lately 'force' societies to rethink their strategies. Recent developments on migration, the influx of refugees and tensions in societies create new challenges on top of many other existing challenges. Many well intended initiatives and programmes have been developed with more or less success and with more or less impact to adapt to these new realities. In this process of analyzing these different cases, it has proven particularly interesting to **learn from small scale, grass roots initiatives and especially the role these initiatives play in connecting and engaging with the targeted communities.** These small-scale initiatives often have a more intentional focus, are less conventional in their aims and process of implementation and therefore have more impact on a micro and student level in comparison to large-scale public investments. Also, we **recommend extending the learning environment outside the traditional educational settings,** since several cases have shown that learning and interacting in different kinds of spaces has positive effects on the active participation of the students. We would like to emphasize that these recommendations are based on a large number of cases that each work in their own local circumstances, which means that a copy paste form of policy implementation is not likely to be successful. Rather, we suggest that these cases be taken as examples and sources of inspiration for further development of inclusive education in different programs, institutions, local contexts or countries.

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...fostering inclusive education is not guaranteed by one separate intervention alone because there are many different intentional as well as enabling factors that contribute to the level of impact of a project.

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**Bibliography**

# Appendix 1

## Template of the #Multinclude project

Before filling in the questions, please consult the Explanation (appendix B)

Dear #Multinclude partner,

This template (format) expresses what kind(s) of cases we would like to detect and analyse, as discussed during our meeting on 12-13 February 2018 in The Hague and again on 30-31 May in Malmö (see the minutes of these meetings). It comes down to the following:

- We want our cases to be as evidence-based as possible. This means: based on ideas, models, theories etc. that have proven their value in practice. But, we are also looking for new, innovative and inspiring ideas which may not be evidence-based yet;

- We are looking for cases that enable people (employees, students) to turn diversity into a strength;

- We are looking for cases that have proven to be sustainable, having an impact on the educational policy of the organization;

- We are also looking for 'grass root' initiatives: bottom-up invented solutions for problems that concern inequity in relation to underrepresented groups;

- We have a broad vision on diversity. (Definition of Bologna: "The student body entering and graduating from higher education institutions should reflect the diversity of Europe's population"). Each country provides its own context here. Please be as clear as possible on this;

- Our main focus is the path to higher education, but we are also open to other forms of education;

- Cases may concern formal, but also informal and non-formal education;

- The transferability of (elements in) a case is of major importance to our project.

Please fill in all questions below as complete as you can; in addition, you will also find questions that can be marked as "nice to know" (not to worry if you are not able to answer them). It is to be expected that not every single case meets all criteria; especially new ideas (promising new initiatives) may not be part of the establishment (yet) and could still be of great value to our project. After all, there is a "scientific" ("reproduction") aspect to cases as well as a "soft" one: a passionate plea that inspires people in the working field. Both are important to us and we have to find a balance here.

**Please don't forget to attach (at least) one applicable photograph or illustration with this template!**

**Good luck!**

## 01 General Information

- Title of the project
- Website
- Case Study Provider
- Name of the institution
- Responsible person
- Contact details
- Other links to online materials (videos, photo's, documentation, etc.)
- Geographical area applied
- Place of origin
- Timeline of the project
- Kind of organization in which the initiative takes place: (educational organization: please also add type and level); see Explanation

## 02 Narrative, origins and objectives of the initiative

- What kind of project is this? Please give a short description (summary) of it

- Please tell us why, in general, this project is considered a successful one?

- And why would you consider it a grass-roots initiative?

- What challenges needed to be solved in this project?

- Is this initiative based on any particular theoretical framework? Which one?

## 03 Please describe the group(s) intended as beneficiaries of this initiative

- Why has this target group (have these groups) been chosen?

- Could you please tell us something about the relative size of the (of each) target group, within the school/university population, region and / or country?

- Which social characteristics are taken into account and what is the geographical area covered?

## 04 Please describe the political and socio-economic factors that you believe have been important enablers for your initiative

- Did the initiative have political support (see Explanation)?

- How did it fit with local, regional or national policies?

- Who are the stakeholders supporting the initiative?

- Are there particular demographic changes present that are influencing the project?

- What is the institutional strategy and culture of the (educational) organization?

- To what extent does the initiative have an influence (or potential influence) on institutional policy of the (educational) organization?

## 05 Please describe the overall initiative design and the methods and tools used to reach the goals

- Please describe the specific activities carried out.

- What were the key roles (teacher, student, management team etc.) within the project?

- What ideas, tools, theories, models, methodology (etc.) have been used to reach the goals? (see Explanation)

## 06 Please describe if your project ensured its sustainability

- If so, how did you ensure the short-term impact of the project? And how did you ensure the long-term impact of the project?

## 07 Please tell us about the resources used in this initiative

- What was the budget for the initiative?

## 08 To what extent did the initiative achieve its objectives?

- Please describe the evidence to support the success of your initiative.

- Did the intervention lead to any unintended (positive) outcomes?

- What indicators (quantitative and qualitative) have you measured to demonstrate success?

**Please don't forget to attach (at least) one applicable photograph or illustration with this template!**

## Appendix A: Additional "Nice to know" sub questions

## 01 Narrative, origins and objectives of the initiative

Is your intervention standing on its own or is it a part of a bigger and more holistic approach?

## 02 Please describe the group(s) intended as beneficiaries of this initiative

- On which level is the project implemented (see Explanation)?

## 03 Please describe the political and socio-economic factors that you believe have been important enablers for your initiative

- Is there public support for your initiative and the issue it addresses?

## 04 Please describe the overall initiative design and the methods and tools used to reach the goals

- What are the final revenues of the project (see Explanation)?

## 05 Please describe if your project ensured its sustainability

- Has your project been replicated elsewhere?

## 06 Please tell us about the resources used in this initiative

- How much did the initiative depend on volunteers?

## 07 To what extent did the initiative achieve its objectives?

- How did you evaluate/monitor this intervention?

## Appendix B: Explanation of the #Multinclude template

Dear user,
In this manual, you will find additional information and instructions that can be useful when filling in the questions of the template. If anything is unclear or if you have any questions, please let us know. Edward van Os (e.g.vanos@hhs.nl).

## 01 General Information

If applicable, please enclose short descriptions about the specific national, regional, institutional, etc. context with this template. Think of the national educational system, decision-making, kinds of diversity, which groups are considered as underprivileged in your country, region etc.; estimation of the amount of awareness of cultural differences in relation to success rates, etc. This background information is essential to enable us to interpret and analyse the questions in this template.

- While detecting cases and filling in the template, please note:

  The primary angle is social inclusion, not the level of education as such.

  We focus on educational initiatives concerning social inclusion (this can be formal, non-formal as well as informal education) on the education pathway up to tertiary education (or more specific: ISCED5 and higher).

- Sub 11 (kind of organization): this will mostly be an educational organization. Our aim is to describe initiatives from the whole educational chain; our primary angle being the pathway up to HE (ISCED level 5 and up). Think of primary-, secondary-

or vocational education, Level 5 / short cycle HE, professional HE (levels 6&7) or academic HE (levels 6&7):

## 02 Narrative, origins and objectives of the initiative

- Second sub question ('successful'): this is, together with the first, third and fourth sub questions, about the story of the case. As we want to collect narratives, please elaborate here. These texts are used to describe (summarize) the case on the website.

- Third sub question ('grass-roots'): this is also a "narrative" sub question. Please bear in mind that we are looking for grass root initiatives, as many as possible. The sub question encompasses the former "Who initiated the idea and what were the primary motives behind it?" Please be sure that you include the answer to this question in your description. If possible, please talk about upscaling too: how did the initiative start and how did it grow?

- Fourth sub question ('challenges'): this question encompasses the former "Please specify the objectives, stated targets and the size/scope of the intervention". Please be sure that you answer this question here, too.

[4] Underrepresented groups are based on the differing socio-demographic makeup of local areas (for example ethnicity, gender, income, educational background parents). A possible starting point is that the children would be one of the first in their family to enter higher education (first generation students).

Other starting points are e.g. children of a certain ethnic background or children from rural areas. In some countries there is a distinction between recognized minorities by the state and unrecognized minorities. Please bear in mind that majorities can be underrepresented as well.

- Fifth sub question ('theoretical framework'): think of Inclusive Excellence (Tuitt) or something likewise. It is sufficient to elaborate briefly here; question 5 will go deeper into use of theories, models, methods, etc.

## 03 Target group(s)

- Consider all equality categories: race/ethnicity, country of origin, socio-economic background, gender, disability, sexual orientation, religion and belief, marital status, age etc. Please note that the initiatives can (and probably mostly will), but not necessarily have to be aimed at minorities or underrepresented groups!

- Please elaborate on which group(s) is (are) addressed by the initiative, to illustrate the background of the initiatives' objectives. Are statistics available about the target group(s)? To what extent?

- Fourth sub question (about the level of implementation, "nice to know" category): think of students, staff, curricula, local communities, management of the institutions, etc.

## 04 Political and socio-economic factors (enablers for the initiative)

- First sub: by "political support" we mean: support related to the political agenda of the country / region / city, as well as of the institute (often related, and often also related to funding)

- Fourth sub question (about demographic changes): think of things like the labor market situation, conjuncture, etc.

- Fifth sub question (institutional strategy and culture): think of a mission statement or your key strategic aims.
- Eighth sub question (other success factors): in some occasions, (or failure)

## 05 Describe design, methods, tools

- Sub question 3: we are mainly interested in ideas, models, theories etc. that have proven to be successful elsewhere (evidence-based). In other words: what is the rationale of the project?

- Sub 4 ("nice to know" category): What are the final revenues of the project? Probably, you already reflected on this in question 2, but maybe there is something to add here.

## 06 Sustainability

- If possible, please also elaborate here on the (estimated) possibilities to replicate (elements of) the project elsewhere. Processing / upscaling (the 'how') is of high importance here!

- Sustainability of the initiatives is a major criterion for this project, as is established in the kick-off meeting with the partners. It is also stated that we need new ideas, perspectives, etc. In this light, grass roots initiatives are also highly valued. Maybe, promising cases and ideas that

didn't prove (yet) to be successful, or are only partly successful, could and should still be included. In those cases, this question should be added: "If not, what are the main reasons that the initiative didn't stick? Lessons learned?"

## 07 Resources used

- First sub question, please elaborate:
  How much was funded and from which sources?
  How much of financial contribution (including staff costs) came from your institution?
  What other resources were required that were not funded e.g. materials, skills and expertise?

- Second sub question (volunteers; "nice to know" category). If the project depended (partly) on volunteers, please describe:
  Who volunteered?
  How many volunteers?
  How much time did they spend (to what extent did the project depend on them)?

- Third sub (perceived costs; "nice to know" category). If available, information about how the costs of the project were perceived by different parties involved, as well as by public opinion etc. may be illustrative here and therefore can provide useful background information about the context of the project.

## 08 Achievement of objectives

- Third sub question (success indicators): If the initiative was not so successful (or some aspects of it were not), what are the main reasons for that? and what lessons can we learn out of it?

- Fourth sub (how did you evaluate / monitor; "nice to know" category): You probably answered this question already in sub 1 (describe supporting evidence), but maybe you have specific information; you can share it here.\

"

**#Multinclude cases could be seen as inspiring examples of ways of working in practice with inclusive education. They provide possibilities for new learning environments and innovative learning approaches.**

"