The Role of Universities in Addressing Societal Challenges and Fostering Democracy:

Inclusion, Migration, and Education for Citizenship

Hosted online by
the University of Akureyri, Iceland
March 25th – 26th, 2021

Book of Abstracts

DAY 1
Thursday, March 25th, 2021

Schedule (GMT time zone):

09.00 – 09.15	**Opening and welcome**
09.15 – 09.45	**Keynote Speech:** Professor Thaddeus Metz
	The Aims of Higher Education beyond Domestic Justice:
	Global Justice and Domestic Relationships
09.45 – 10.00	Break
10.00 – 12.00	**Parallel Sessions 1: 1A-1D**
12.00 – 13.00	Break
13.00 – 15.00	**Parallel Sessions 2: 2A-2D**
15.00 – 15.15	Break
15.15 – 17.15	**Parallel Sessions 3: 3A-3D**

DAY 2
Friday, March 26th, 2021

Schedule (GMT time zone):

10.00 – 10.05	**Welcome**
10.05 – 10.35	**Keynote Speech:** Professor Kristín Loftsdóttir
	Up-Side-Down Narratives and the Cancellation
	of the Future
10.35 – 10.45	Break
10.45 – 12.15	**Parallel Sessions: 4A-4D**
12.15 – 13.15	Break
13.15 – 15.15	**Parallel Sessions: 5A-5D**
15.15 – 15.30	Break
15.30 – 17.30	**Parallel Sessions: 6A-6C**
17.30	Closing

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The conference *The Role of Universities in Addressing Societal Challenges and Fostering Democracy: Inclusion, Migration, and Education for Citizenship* is organized by projects founded by Rannís, the Icelandic Centre for Research: *Inclusive Societies? The integration of Immigrants in Iceland* and *Universities and Democracy: A critical analysis of the civic role and function of universities in a democracy.*

Professor **Thaddeus Metz**

Our keynote speaker is Professor **Thaddeus Metz.** He is a Professor from the Department of Philosophy at the University of Pretoria, South Africa. He holds a Ph.D. degree from Cornell University in the United States.

Professor Metz was recently designated as one of The World's Top 50 Thinkers by Prospect Magazine (2020). Also, he has been awarded an 'A1' rating from the South African National Research Foundation (2019) for the quality and impact of his research.

The work of Professor Metz has been focused on themes related to the point of a university, the role of a legal system, African morality, the meaning of life, the nature of mental health, and a range of themes in value theory and moral-political philosophy. His research has been published in more than 250 books, academic articles, and book chapters.

His recent works pertaining to higher education include: "Neither Parochial nor Cosmopolitan: Cultural Instruction in the Light of a Communal Ethic" published in 2019 in Education as Change; and "An African Theory of the Point of Higher Education: Communion as an Alternative to Autonomy, Truth, and Citizenship" in: A Stoller and E Kramer (eds), *Contemporary Philosophical Proposals for the University,* published in 2018 by Palgrave Macmillan.

Professor **Kristín Loftsdóttir**

Our keynote speaker is Professor **Kristín Loftsdóttir.** She is a Professor in Anthropology at the University of Iceland. She holds a Ph.D. degree from the Faculty of Anthropology at the University of Arizona in the United States.

Professor Loftsdóttir has organized and been part of diverse research projects. Examples include research on racism, colonialism, whiteness, precarious migrants, crisis, and nationalism. She has also conducted research relating to the tourism industry, development cooperation, and masculinity. She has done research across Europe including Iceland Belgium, and Italy, as well as in Niger, West Africa.

Her research has appeared in various highly regarded academic journals and book chapters. Her latest publications are titled "An alternative world: a perspective from the North on racism and migration, published in 2020 in *Race and Class;* "Europe is finished': migrants lives in Europe's capital at times of crisis" published in 2019 in *Social Identities;* and "Dualistic Colonial Experiences and the Ruins of Coloniality" published in 2019 in *Scandinavian Studies.*

Thursday, March 25, 2021
10.00 – 12.00 GMT

Session 1A: Migrants in higher education

Paper 1:

Artëm Ingmar Benediktsson (artem@hi.is), University of Iceland

Hanna Ragnarsdóttir (hannar@hi.is), University of Iceland

Immigrant students' experiences of assessment methods and support during the examination periods in Icelandic universities

The paper derives from an extensive qualitative research project *Educational aspirations, opportunities and challenges for immigrants in university education in Iceland.* The data were collected in three Icelandic universities in focus groups and individual interviews with 41 immigrant students of diverse backgrounds.

Icelandic society is becoming increasingly diverse and this is reflected in the student populations in Icelandic universities. According to Statistics Iceland (2018), the percentage of newly registered students of foreign origin was 19% in 2017. Along with relevant teaching methods, different studies highlight the importance of educational support and appropriate assessment methods that are non-biased and applied with equity in mind (e.g. Engstrom & Tinto, 2008; Medland, 2016; Padilla & Borsato, 2008).

Findings of the study indicate that teachers mainly used summative assessment methods that involved high-stakes examinations. The students shared that summative assessment had negative effects on their motivation, investment and on learning outcomes. However, the participants expressed positive attitudes when teachers applied formative assessment that involved low-stakes examinations and provided narrative feedback. Furthermore, the participants revealed that assessment methods such as culturally responsive assessment and sustainable assessment were rarely applied.

When it comes to the special support, aimed at compensating for language-related challenges, the participants shared, that applying for support often required rounds of negotiations with teachers, faculty offices and student counsellors. The study highlights that policies and rules regarding special support for students whose native language is not Icelandic need to be standardised on the university level rather than on the faculty level.

Paper 2:

Randi W. Stebbins (rws@hi.is), University of Iceland

Emma Björg Eyjólfsdóttir (ebe@hi.is), University of Iceland

The Writing Centre "Lifted me from the Bottom." Supporting Immigrant Students Writing in Icelandic as a Second Language

Over the last decade, writing centers have been framed as loci of social justice in universities. The social justice concept of equal opportunities for all is reflected in the University of Iceland's Equal Rights Policy, where one goal is to improve academic services for students of foreign origin. The Writing Centre at the School of Education, University of Iceland (Ritver) has responded to the research and policy by creating a line of services to support students writing in Icelandic as a second language. The first step in creating these was a 2017 questionnaire sent to all students at the university. Of the students of foreign origin who responded, 88% said that they lacked support in writing academic Icelandic, something that is required for both courses and final projects.

 Though writing centers are only a decade old in Iceland, there is a longer history of practice and research available elsewhere, such as the US. Research there has shown that writing centers can be crucial for supporting academic writing in another language due to their unique position in the university and method of work. They are usually independent and use trained peer tutors who can better empathize with the writer's issues. This paper explores the pilot project, started in 2018, to better support students of foreign origin in their writing, both individually and in groups. Initial results show that students of foreign origin who visit the center regularly tend to pass their writing requirements and continue in their education.

Paper 3:

Michelle Proyer (Michelle.Proyer@univie.ac.at), University of Vienna

Enabling capacities: Universities' role in fostering re- qualification of teachers affected by forced migration

Using the example of the certificate course 'Basics in Educational Studies for Teachers affected by Forced Migration' based at University of Vienna's Postgraduate Center, this paper elaborates responsibilities universities hold and opportunities it could offer in enabling the re-entrance of professionals from third countries into host countries' job markets. Considering that in many European countries the teaching profession is severely understaffed and professionals affected by forced migration run considerably higher risks of being and remaining unemployed, the idea of academic requalification is being presented as way ahead. The program at the university of Vienna was developed collaboratively with potential participants in order to guarantee user-orientation. The presentation will elaborate the

importance of participatory approaches in developing programs geared towards a group of professionals wishing to regain an opportunity to work in their original profession again as well as touch upon the contents, challenges, and opportunities connected to such a program. Additionally, it will point towards the importance of national and international networks, the latter being reported through the elaboration of the transnational Erasmus-Project R/EQUAL that compares requalification programs for teachers in Germany, Sweden, and Austria and aims at developing strategies for other universities to adapt and implement similar programs

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Paper 4:

Derek Terell Allen (dta2@hi.is), University of Iceland

Depleted and Deported: The Lives of International Students in Iceland

Financial peril characterizes international students' lives in Iceland. These students struggle to stay afloat amid all of the strict regulations placed upon them. They may not work more than 15 hours weekly but are still expected to have at least 189.875 ISK (about 1400 EUR) as determined by the Ministry of Welfare and enforced by the Directorate of Immigration. The wages that international students, particularly ones from outside of the European Economic Area, receive do not ordinarily result in such earnings for such little work. Furthermore, the Ministry of Welfare alters this figure on a roughly biennial basis, making it even more difficult for international students to maintain secure support.

In order to work legally in Iceland, non-EEA students must obtain a work permit that is to be approved by the Directorate of Labour. 90 days is the stated maximum processing time, but the wait is sometimes longer if no regard is taken to the law. In the meantime, the applicant may not work. Untimely processing of applications, as well as the unrealistic financial requirements described above can lead to non-EEA students having intense financial difficulties, and even being deported.

This paper, based off of the article *Blankur og brottvísaður* (Depleted and Deported), investigates the possibility for the University of Iceland to provide its struggling non-EEA students with financial assistance. It chronicles the way that the Student Council of the University of Iceland, with particular regards to one international student within the Council, aims to achieve this goal.

Session 1B: Immigrants' educational needs: responses of the educational system

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Paper 1

Janine Fißmer (fissmer@uni-landau.de), University of Koblenz-Landau,

Lisa Rosen (rosen@uni-landau.de), University of Koblenz-Landau

Fenna tom Dieck (tomdieck@uni-landau.de), University of Koblenz-Landau

Addressing Linguicism by Diversifying Universities –Insights from Teacher Education in Germany

In Europe, several political commitments to strengthen diversity and inclusiveness in higher education have been made throughout the past few years: A number of universities have taken action to find new ways to enable people from traditionally less-represented backgrounds to find their place in higher education(Claeys-Kulik, Jørgensen & Stöber 2019).However, there is a lack of concepts for an inclusive approach to multilingualism in academic teaching (Dirim 2013); also, the migration-related multilingualism of (transnational) students is addressed rather deficit-oriented, as exploratory studies from German-speaking countries show, for instance, on university teacher education (Döll & Knappik 2015). In our contribution, we will use a case study from one of our courses in the field of intercultural education, to which we invited a guest lecturer with a so-called migrant background, to shed light on how language hierarchies are interactively (re)produced in the university as a monolingually shaped institution. To do this, we rely on a memory protocol, which we subject to a linguicism critical analysis (Springsits 2015) and an analysis according to Grounded Theory (Charmaz 2014)

Project presentation

Project title: Accreditation of Prior Experiential Learning for People with Fewer Opportunities (APELE)

A European consortium of Universities Institutions and Associations coordinated by Háskólinn á Akureyri funded by ERASMUS+

Markus Meckl (markus@unak.is), University of Akureyri

Accreditation of Prior Experiential Learning in European Universities (APELE) is a project that focuses on people with fewer opportunities who follow a non-traditional path to universities. The focus of the project is on people with educational difficulties, geographical obstacles, cultural differences and people with no school diploma, including migrants.

Overall aim of the project is to explore innovative ways to access higher education and provide a new tool for the recognition of prior experiential learning for people with fewer opportunities. The partners of the APELE project are developing a procedure that meets the needs of the target group and is acceptable for EU policies.

The project will achieve following specific activities

- A report on the existing status and institutional /legal framework in four Denmark, Greece, Iceland and Italy;
- A report on the perceptions of academics and policy makers;
- A analysis report on the needs of the final beneficiaries;
- An on-line portfolio for recording the prior experiential learning;
- A methodology for the recognition of prior experiential learning;

The recognition of the non-formal and informal learning as a non-traditional path to University opens the possibilities to adult students from under-represented groups to access higher education. Widening participation in higher education is in line with the lifelong learning and social inclusion policies at national and European level. Universities play a key role in addressing the needs and expectations of our society, to reach out and attract new groups of people in higher education.

The contribution to the conference is a video presentation of the project by the coordinator and a collection of video testimonials by the beneficiaries with personal stories, experiences and expectations.

Paper 3
Wiebke Sandermann (wiebke.sandermann@jur.ku.dk), University of Copenhagen

Immigrants (Educational) Needs: Socio-economic (im)mobilitiesof aspiring university students in Denmark

Anchored in the APELE project, this paper addresses the barriers that aspiring students with fewer opportunities encounter on their pathways to enter Higher Education (HE)in Denmark. The accessibility of HE for people with fewer opportunities is pivotal to foster socio-economic mobility and to aid processes of immigrant integration. This paper draws on fifteen qualitative interviews with the target group of which most participants are migrants and refugees. A questionnaire was used to explore their educational needs and to record their previous formal and informal experiential learning and specific characteristics/backgrounds.Through processes of quantitative and qualitative data-analysis both motivation, previous learning experiences and the barriers to enter HE for the target group have been outlined. Findings suggest that many of the participants, especially the refugees in Denmark face a number of barriers to enter HE that are related to their legal-status, linguistic and socio-economic capital, health, abilities and place of residency. Two macro-level factors

also appeared from the research. First, many of the participants of the study embody significant 'educational capital' from their countries of origin but they can not translate this capital into the Danish labor market and/or HE pathways. Second, certain policies that regulate the requirements to obtain permanent residence permits and naturalization can deter migrants and refugees from pursuing education because these policies are focused on a 'labor-first' principle. Addressing these barriers will strengthen opportunities and wellbeing of migrants and refugees but also help to aid 'holistic' immigrant integration and address shortages of skilled workers on a societal level.

Paper 4
Silvia Carrasco (silvia.carrasco@uab.cat), Universidad Autónoma de Barcelona
Jordi Pàmies (Jordi.pamies@uab.cat), Universidad Autónoma de Barcelona
Angelina Sánchez (angelina.sanchez@uab.cat), Universidad Autónoma de Barcelona
Laia Narciso (laia.narciso@uab.cat), Universidad Autónoma de Barcelona
Isi Ruiz-Haro (Isidoro.ruiz@uab.cat), Universidad Autónoma de Barcelona

Early School Leaving and immigrant students in Spain. Exploring the impact of teachers' views and expectations

Spain became in 2018 the EU28 country with the highest ELET (Early Leaving of Education and Training) rates, with high polarisation of ELET by immigrant status. This paper analyses results from the 7th FP EU funded project *Reducing Early School Leaving in Europe* (RESL. eu, 2013-2018) that has focused on the systemic, institutional and individual risk and protective factors leading to early interruption of education and training. We explore the highest incidence of ESL among students with an immigrant background and teachers' views and expectations drawing on data from longitudinal surveys administered to students and teachers in a purposive sample of high schools and programs in Barcelona.

The most important findings show that graduation form compulsory lower secondary education (ESO) has a higher protective incidence among immigrant students than among native students despite the specific barriers they encounter in their education itineraries. In general, students have higher aspirations (one of the protective factors in our model of analysis) that the expectations they attribute to their families and teachers and, contrary to current assumptions, their worse expectations are placed in the latter. These and other factors indicate that improving the monitoring and support in the transitions between education stages as well as providing more inclusive itineraries do become the real challenges when it comes to prove schooling as the actual key to social integration of students and immigrant background. But to do so, teachers' views and expectations should also undergo an important transformation, starting by teacher training programmes in universities.

Session 1C: Equity, citizenship, and intercultural understanding: Critical issues and perspectives

Paper 1

Vicente de Jesús Fernández Mora (vicente.fernandez@ddi.uhu.es; vicjesfm@hotmail.com), Universidad de Huelva

Philosophy and Intercultural Education. A perspective of democratic radicalization from Hispanic American thought.

From thecritical perspective of suspicion, which would inaugurate a horizon of radical questioning of the presuppositions of universalized Western thought and of the humanist Anthropology that accompanied and justified it, the recent evolution of Philosophy has undergone a series of „twists" (linguistic, hermeneutical, communicative) that have repeatedly stressed and problematized the dialectics between centreand structure, subject and society,consciousness and discourse. Intercultural Philosophy puts suspicion under suspicion,advocating a new transformation of Philosophy that admits as a paradigmatic foundational element the situational and historical character of any culture of knowledge and places an authentic intercultural dialogue as the keyof the construction of knowledge. From this premise, which starts from the epistemic and structural inequality of a totalizing commodification system that reifies Otherness (nature, people, and knowledge), one can only ethically aspire to the truth, the inalienable utopian yearning of all mobilized thought, from a cognitiveand materialtransformation from the veryconditions of social injustice that distort philosophical knowledge. Intercultural Philosophy, elaborated from the Latin American experiences of oppression of the majorities, as a Philosophy and Ethic of liberation that tries to rescue for universal dialogue the experiences and cultures of knowledge and doing and semiotic and symbolic practices (both Western and non-Western), lost with the global homogenization of capitalism,implies and demands a transformation of the conditions of organization and institutionalization of knowledge, since Education, as a disciplinary manifestation of culture, reproduces the conditions of injustice or works in the social transformation towards equality and peace.

Paper 2

Ann-Louise Ljungblad (ann-louise.ljungblad@gu.se), Gothenburg University

Girma Berhanu (girma.berhanu@ped.gu.se), Gothenburg University

A Change in Relational Capital: Through mentoring relationships and homework activities for disadvantaged and new arrival youth in a university setting

Our conference presentation dwells on an innovative project revolving around disadvantaged students' (the majority with immigrant background) participation in homework activities. The theoretical framework is relational pedagogy with a focus on student-mentor relationships in a university setting. The authors used semi-structured interviews combined with observations of the interactions between the participants. The findings are analysed at a micro- and meso-level, based on an interpersonal relational perspective on teaching, *Pedagogical Relational Teachership* (PeRT) (Ljungblad, 2016, 2019). The popular claim that homework time is positively related to scholastic achievements gains was observed. The findings from this study add to the general knowledge of how participants perceive their school activities and future careers. Furthermore, relational values like *connecting, belonging, trusting, including and confidence building* emerged between students and mentors over time. The examination of the mentor-student relationships highlights how *a relational bonding* creates a new interpersonal relational capital that launch a movement with a possible change in social position, in terms of entering future university studies. The results are discussed at a societal level in relation to equity and young people's possibilities of participating in future university studies. Since the study shows the positive aspects of 'enriching' activities supporting immigrant youth in homework activities at university facilities, we encourage other institutions of higher education to open up their premises for similar projects, in order to improve engagement, raise achievement levels and enhance inclusiveness in the larger social fabric.

Paper 3:

Billy Kalima (billy.kalima@uni-konstanz.de), University of Konstanz

Tshegofatso Setilo (SetiloT@ufs.ac.za), University of the Free State, Bloemfontein

An analysis of institutional responses to COVID-19 in South Africa: Deciphering opportunities and challenges of forging ahead

With the advent of the covid19, the world came to a grinding halt. The virus has redefined life in so many ways unprecedented. Academia has not been spared, and universities across the globe have come up with innovative approaches by shifting from contact to online classes. The pertinent question therefore becomes; will online course cater for all

the students across the political divide? This study gleans from cases in the third world and deals with inequalities. Inequalities, in this case, are not only confined to the capabilities of students accessing online classes but also economies of the third world. Does the third world have financial and enough human resource to develop and teach online classes? Moreover, the study questions issues of integration and digital literacy in African institutions of higher education. The idea of sustenance also comes into play. This study is framed in the context of the current Covid-19 environment and how it is affecting the academic landscape in particular. Academic cyberspace will drastically change the learning landscape and redefining teaching and learning methods. Consequently, this study aims to provide an overview of higher education in third world countries. The emphasis is on how academic institutions are responding and adapting to the covid19 scourge.

Paper 4:

María Inés Arrizabalaga (miarrizabalaga@iupa.edu.ar) Instituto Universitario Patagónico de las Artes [IUPA]/Patagonic Institute of the Arts; Consejo Nacional de Investigaciones Científicas y Técnicas [CONICET]/National Scientific and Technical Research Council)

Pandemic arts, higher education and the search for answers in Argentine Patagonia

Known as IUPA, the Patagonic Institute of the Arts in Argentina offers training programmes in music, drama, dance, visual arts, media and technology trends. The Institute ensures academic recognition to local artists who receive formal instruction, and is respected nationwide for the specificity of its education in critical theory of the arts. With the COVID19 outbreak, IUPA assumed the responsibility of adjusting educational practices, and reshaped community projects such as the TV (and also Web) documentary "Río Negro 2020 Artist." *RN2020A* became the commercial name for a successful TV and Web product within the local entertainment industry, making space for "popular" artists, some of whom have not undergone formal artistic education. The quick success of RN2020A unveiled social abilities for rethinking methodologies, reconceptualising the arts and facing social distance and seclusion. This presentation seeks answers to the following questions, which adaptive types of behaviour can be described in group productions, such as choirs or drama casts? how can audience, improvisation and ensemble be redefined? what are solos and soliloquies in corona times? what intersemiotic and translational relations have sprung from artistic practices during lockdown? why can RN2020A be considered a victory over adversity? what will become of "pandemic arts" in post pandemic days? what were IUPA's claims for civic responsibility in the formation of a regional identity through the arts prior to COVID19? what can be expected from a University in its effort to build citizenship through the arts in the years to come?

Paper 1

Vilhjálmur Árnason (vilhjarn@hi.is), University of Iceland

The Democratic Role of the University in light of Discourse Democratic Theory

In this paper, the democratic role of the university in contemporary society will be examined in light of Habermas's critical theory of society. It will be asked what implications his discourse theoretical model of democracy have for the role of the university and for the public role of academics. It will also be asked how these differ from other normative ideas, such as the liberal and the republican models of democracy and their implications for the democratic role of universities. After describing the main ideas of discourse democratic theory and applying them to the university, it will be asked what the main obstacles are for implementing these ideas in today's universities. That analysis will draw upon Habermas's thesis of the colonization of the life-world by the instrumental rationality of bureaucracies and market-forces. It will be argued that this thesis can be used to demonstrate how the social transformation that this idea implies have brought about important changes in universities, which have affected their democratic role. This is made manifest both in the prevailing ideas about the main objectives of universities and about the civic role of academics. It will also be argued that the colonization thesis can be used to revitalize the importance of ideas about the role of universities and academics for the democratic public sphere. Recent developments of increased manipulation of the human mind, which is threatening to undermine democratic political communication and culture, demonstrate clearly the urgency of strengthening the conditions for communicative reason in universities.

Paper 2

Des McNulty (des.mcnulty@glasgow.ac.uk), University of Glasgow

Advancing the civic role within research intensive universities

The paper develops the case for civic engagement to be given greater prominence in the vision and strategies of research-intensive universities. Building on the author's research and experience in leading civic engagement on behalf of the University of Glasgow, it discusses different models that we might use inform that process at regional or city region level, including the work of the UK's Civic University Commission and the mission-orientated strategic approach associated with Professor Mariana Mazzucato, which focuses on

identifying and responding to challenges, as the most promising approach for successful engagement.

Characteristics of a mission-orientated strategic approach include signalling a desired future – 'these are the big things that we want' – that a number of different parties can work toward and get on board with. In the civic engagement context, agreeing a set of shared values linked to high-level priorities in the form of challenges, e.g. to stimulate inclusive growth, address the climate emergency, spark innovation, address entrenched social problems such as inequality and poor health and ensure that new migrants are accorded citizenship rights, would provide the university and its civic partners with broad objectives.

Through discussions/negotiations that include representatives of disadvantaged or excluded groups, universities and their civic partners would seek an informed understanding of the nature of the problems they are seeking to address and jointly identify what solutions could be deployed. Having chosen pathways, partners would then agree more specific deliverable objectives, devise projects and initiatives that fit with the mission, allocate resources to activities and take steps to measure and monitor the outcomes.

Paper 3

Guðrún Geirsdóttir (gudgeirs@hi.is), University of Iceland

Valgerður S. Bjarnadóttir (vsb@hi.is), Univeristy of Iceland

Student representatives in Icelandic universities: Positions, purpose and power

The aim of this paper is to explore students' participation and position within the university leadership and governance. Data was gathered from two different sources. First, interviews were conducted with six student representatives in three universities in Iceland in November 2019. In the interviews, the student representatives reflected on their experience of having a voice within the formal institutional setting. Secondly, interviews with 26 academics within the same three universities were conducted in December 2019 and January 2020. In those interviews, academics conception of students' role in the university leadership and governance was explored. In our analysis, the two data sets are combined to offer different perspectives on the positions of student representatives.

Preliminary results indicate different leadership positions of students depending on the size, traditions, and ethos of the schools in which they study, which also interacted with students' motivations and aims with participation in such positions. Furthermore, the findings indicate that although academics support students' formal participation in university leadership, their position and power and willingness to participate is questioned by the academics.

Paper 4

Greg Burke (Greg.Burke@shu.ac.uk), Sheffield Hallam University

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Capturing and Enhancing the Civic Impacts of Universities – the Civic University Network 'civic index'

The notion of the 'civic university' has a long genealogy, being especially rooted in the late 19th Century land-grant universities of the US and the UK's 'redbrick' universities established at the start of the 20th Century. There is a longstanding view that these and other institutions should directly contribute to the economic, intellectual and social development of their host localities. Central to the notion of the civic university, therefore, is the question of what universities are good for, rather than simply what they are good at (Brink, 2018). Recently, in the UK and other societies, higher education specifically, and the role of elites in public life more generally, have come under more intense political and popular scrutiny. This and the major societal challenges of our time – Covid-19, climate change, inequalities – have promoted a diverse set of institutions to grapple with existential questions of identity and renewed assertion of purpose. This paper reviews some of the key frames ('third mission', the 'entrepreneurial university', the 'anchor institution' concept, triple/quadruple helix models) that underpin universities' civic missions in their diversity and then advances a set of learning tools, centred around the notion of a 'civic index' which allows HEIs to benchmark strategic articulation of their civic impacts within their own contexts. The paper draws on empirical examples from the UK's Civic University Network before offering reflections on the nature of civic universities, the importance of the civic mission, and the potential value of tools enabling peer learning amongst university leaderships and civic stakeholders.

Thursday, March 25, 2021
13.00 – 15.00 GMT

Session 2A: Learning languages in smaller language communities

Paper 1:

Lara Hoffmann (laraw@unak.is), University of Akureyri

Yvonne Höller (yvonne@unak.is), University of Akureyri

Markus Meckl (markus@unak.is), University of Akureyri

Moving to a smaller language community: a quantitative study on language proficiency and satisfaction with Icelandic language education among adult immigrants in Iceland

This presentation covers the content of two related papers on immigrants' perspectives on language courses in Iceland. The first one was co-authored by Yvonne Höller and Markus Meckl and the second paper was co-authored by Lara Hoffmanna, Pamela Innes, Unnur Dís Skaptadóttir and Anna Wojtynska. We analyze adult migrants' perspectives on formal education in Icelandic as a second language (ISL). We employ a mixed-method approach drawing on a large-scale quantitative survey (N= 1934) conducted among migrants in Iceland in 2018 and various ethnographic studies. Results show that participants frequently report dissatisfaction with Icelandic language courses. Relevant themes are the teacher factor, a lack of standardization of the curriculum and teaching methods, challenges accessing the Icelandic speaking community, and rural-urban differences in availability of courses. Findings indicate that many ISL learners do not experience that formal ISL education successfully supports their involvement in Icelandic society. This would imply that education in ISL does not fulfill its 'dual purpose' as declared in the 2007 Icelandic Policy on the Integration of Immigrants: strengthening the position of Icelandic and speeding up migrants' integration. We make suggestions for further development of ISL education based on learners' perspectives.

Paper 2

Unnur Dís Skaptadóttir (unnurd@hi.is), University of Iceland

Anna Wojtyńska (annawo@hi.is), University of Iceland

Margret Wendt (maw6@hi.is), University of Iceland

Migrant's language acquisition and labour market outcomes in the rural areas in Iceland

There are many factors that determine the occupational position of immigrants (Cheswick, 1978; Friedberg, 2000). Beside the conditions and opportunities offered by the market of the receiving country, they also depend on migrant's human capital, which include skills and acquired qualifications. For instance, language skills are often recognized as having important role in determining migrants' status on the labour market and with improved host country language migrants are expected to have better labour market outcomes. In our presentation we will examine this assumption based on survey data conducted among foreign population in Iceland. The survey "How is your life in Iceland" was conducted in the fall of 2018 by the project *Inclusive societies? The integration of immigrants in Iceland* In the survey which was available in seven different languages, immigrants were asked about various aspects of integration to Icelandic society and regarding their labour market position. About 5% of the immigrant population in Iceland responded to the survey. As the survey included foreign populations in different parts of the country, we will also discuss if there are possible differences in the language acquisition in correlation to labour market between different regions in Iceland.

Paper 3

Hermína Gunnþórsdóttir (hermina@unak.is), University of Akureyri

Annalou A. Perez (aap5@hi.is), University of Iceland

Charlotte Eliza Wolff (cwo@hi.is), University of Iceland

Icelandic as a Shared Language: A Rendezvous for Immigrants and Locals

Immigration requires adaptability to change, including adjustments to a new country's language and system of communication. This is particularly challenging in Iceland because many Icelanders attach symbolic value to the language and consider the language itself as 'pure' and potentially endangered by contact with other languages (Skaptadóttir & Innes, 2016; Trililani, 2015). This stance prevails in spite of language being considered a flexible system of communication that naturally changes over time (Langer & Nesse, 2012), and contrasts with the "Resolution on the status of the Icelandic language" (Icelandic Language Council, 2018), which encourages Icelanders to be considerate towards people of foreign origin and their less-than-perfect usage of the Icelandic language. Recent studies have shown that insufficient Icelandic language skills can lead to immigrants´ isolation

within society as well as exclusion in the workplace (Burdikova et al., 2018; Christiansen & Kristjánsdóttir, 2016; Skaptadóttir & Innes, 2016). Research also indicates that many learners are dissatisfied with their Icelandic language instruction and subsequent language learning experiences (Renner, 2010; Sölvason & Meckl, 2019; Þórisdóttir et al., 1997).

This study (1) provides understanding of how immigrants learn Icelandic and use it in their communities, and (2) identifies approaches that can effectively support social integration through language learning. Employing a qualitative research design, the experiences of ten adult Filipino immigrants living outside the capital area were collected through in-depth interviews, then analysed through an interpretative phenomenological process. Results indicate that immigrants who had discouraging experiences in their communities expressed anxiety, self-doubt, and insecurity, and tended to use a strategy of switching to English. Immigrants who had favourable language learning experiences were more motivated to speak Icelandic in daily life, enhancing their language adaptability. Notably, those who experienced Icelandic as a shared language within the community expressed a high degree of social adaptation, thereby contributing to social integration.

Paper 4

Elisabeth Holm (elisabethh@setur.fo), University of the Faroe Islands

Language learning and migration: Voices from blue-collar workplaces in the Faroe Islands

This presentation focuses on language learning and the labour market experiences of migrants of non-Nordic origin who have settled in the Faroe Islands. The findings are drawn from a cross-disciplinary research project conducted with new speakers of Faroese, located within the research tradition of sociolinguistic ethnography. The aims of the study are: (1.) to provide an account of the trajectories and lived experiences of migrants, particularly with regard to language learning; (2.) to document the challenges they face regarding labour market inclusion and participation; and (3.) to investigate their lived experiences of language and interaction in the workplace. Most of the field work was conducted with migrants who are employed as fish factory workers or cleaners. The findings are as follows: (1.) Opportunities for language learning in blue-collar workplaces are few and far between, while acquisition of Faroese (and/or Danish) is essential for labour market mobility; (2.) Becoming a new speaker of a minoritized language, such as Faroese, in a multilingual context like the Faroe Islands, where Danish is a co-official language, poses particular challenges. In this presentation, I will draw on recent fieldwork conducted in one of my research sites, a fish-processing plant, where I was employed as a worker. I will bring forth the voices of migrant workers and discuss the cases of some of the research participants, drawing on their personal narratives about the challenges of language learning in the workplace and in this particular sociolinguistic landscape, of underutilization of their skills, and their views on developing better pathways for inclusion.

Paper 1:

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Mental health of unaccompanied refugee minors: A case example of a collaboration between the university and refugee NGO in Thessaloniki

In situations of forced migration, individuals are often exposed to stressful and even traumatic experiences before or during their travel. Furthermore, following arrival to the host country, the processes of acculturation and resettlement can evoke emotional difficulties; the uncertainty regarding the refugees' legal and social status and the, often poor, living conditions they experience have been shown to be key stressors for this population. In the past five years, Greece has become a host country for large numbers of refugees and asylum seekers fleeing war and persecution. There is evidence that many refugees, especially those fleeing war, experience post-traumatic stress symptoms as well as other mental health difficulties, such as anxiety and depression. Unaccompanied minors are identified as a particularly high-risk group for mental health difficulties. In this paper, we provide a clinical perspective on refugee trauma and discuss issues regarding the provision of psychological support to this population. After presenting research on the mental health of refugees, we use the example of a collaboration that has recently been established between the Psychology Department of the Aristotle University of Thessaloniki and ARSIS, an NGO that provides psychosocial support to unaccompanied minors, with an aim to discuss the clinical dilemmas and practical difficulties in providing psychological support to unaccompanied minors in a country such as Greece, whose population and services face serious economic hardship. The presentation highlights challenges encountered in this work and discusses principles of good practice.

Paper 2

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Young Migrants and Schoolarization: Comparison Between France and Turkey.

Both France and Turkey have been experiencing migration of school aged children with or without their parents. As one of the fundamental human rights, education should be reachable by all children regardless of their citizenship status, identity, or nationality. When we look at the both contexts regarding the phenomenon of migration and its reflection to formal education, both theoretically and in practice a transformation needed to provide education for all without any kind of discrimination. Through this understanding, we aim to compare the educational policies and practices in both countries regarding migration and inclusive education. In the direction of this aim, the specific research questions are:1. How 'inclusion' as an educational notion is definedin educational policies regarding migrant school-aged children in France and Turkey?2. What are the educational experiences of migrant children in the context of inclusive education in both countries?3. How teacher education programs at the universitiescan be improved to prepare prospective teachers for working with migrant children?This is a comparative paper, however we regard two important points while discussing about the above-stated research questions. The first one is defining the contexts by remembering the context-dependent nature of each phenomenon in social science. Secondly, we keep in mind the concept of intersectionality (Çıngı Kocadost, 2017; Belkacem, Gallot, Mosconi, 2019) while thinking on the migrant situation and educational experiences, in order not to reproduce inequalities.

Paper 3

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Laura Cristina Yufra (aurayufra@gmail.com) National University of Jujuy (UNJu) and the National Scientific and Technical Research Council (CONICET)

'Bolivia...? Wachilanga!': Workshops on migration and refuge with teenage students in Jujuy (Argentina)

Jujuy is a province in the north of Argentina that shares its northern border with Bolivia. It is a space populated by people who, despite having experienced past and present cross-border migration, often tend to avoid speaking out about it. As members of the National University of Jujuy and the Argentine Scientific and Technical Research Council, in 2018 we carried out a series of workshops on the topics of migration and refuge in three secondary schools in the capital of Jujuy. Our aims were encouraging teenagers to address the sensitive issues collectively and, also, bringing our academic work closer to the young members of the community where we liveand work. We designed a series of ludic-educational activities in which we asked them to tell us about their ancestors and people from previous generations who had had a significant impact on their lives; and one in which, using cardboard-madepassports, we encouraged them to imagine nations (forced and voluntary) displacements among them,and possible plans to promote, organize or contain the migration flows. Among the results of our intervention, we discovered: (1) A great reluctance to recognize family (or any other kind of) ties with people from Bolivia, and (2) a larger inclination on the part of teenage girls to generate collaborative and inclusive strategies forthe imagined nations.

Paper 4

Sabrina Colombo (Free University of Bozen/Bolzano – Italy): sabrina.colombo@education.unibz.it; sabrina.colombo@schule.suedtirol.it

Educational experiences of Albanian-origin second-generation youth in a multilinguistic sub-nation

Citizenship is in general associated with domestic individuals and groups integrated in a clear national identity (Garcés-Mascareñas & Penninx, 2016). De Vos (1995) states that "a sense of common origin ... has been important in uniting people into self-defining in-groups" (cited in Barnes, 2001, p. 395). Therefore, belonging to the same nation-state should represent a marker of "a sense of common citizenship" (Kymlicka, 2011, p. 284). Indeed, the reality is totally different when sub-nations/ border regions with ethnic minorities such as Catalonia, Flanders or South Tyrol are considered.

The aim of this paper is to present the results of a doctoral research conducted in South Tyrol, an Italian region on the border with Austria and Switzerland, where historic ethno-linguistic groups (Italian-, Ladin-, and German-speakers) live together, but separated. Since the 1980's South Tyrol has been facing the arrivals of immigrants, of which Albanians represent the largest migrant group. In this "divided society" (Zinn, 2018) Albanian-origin second-generation youth, born and/or raised here, face different challenges and cultural boundaries at school, work and in contact with the institutions. Since the Second Autonomy Statute (1972) protects the German- and Ladin- speaking ethnic minorities, schools are divided according to the mother tongue and youth with foreign-origin experience a contradiction in this system of protection. Although findings showed the tendency towards a successful assimilation through citizenship acquisition and incorporation in the Italian culture, which strengthens evidence on the role of 'ethnic affinity' (Kosta, 2019), stigmatization and discrimination are still felt. Excerpts of interviews will be presented.

Session 2C: The democratic role of universities

Paper 1

Guðmundur Heiðar Frímannsson (University of Akureyri): ghf@unak.is

The Role of Intellectual Virtues in Civic Development of University Students

Civic education is usually considered a part of moral education and the virtues important for moral education are believed to matter for civic education. Hence, civic education is investigated in the context of primary and secondary schools and early moral development. The question I want to investigate is: Can universities have a role in civic education? The civic role of a university in the Nordic states is to prepare young people for a role in a democratic society. If one accepts that universities have a role, then what kind of a role is it? It seems to be reasonable to assume that universities should have as one of their aims to develop the intellectual virtues of their students. Among the intellectual virtues we count curiosity, love of knowledge, open-mindedness, critical thinking and intellectual honesty. Are these virtues related to a possible civic role of universities? To answer this question, one must articulate clearly and in detail the possible civic role of the universities and see if it requires intellectual virtues.

Paper 2

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Guðrún Geirsdóttir (University of Iceland): gudgeirs@hi.is

Academics' conceptions of the democratic role of universities

Higher Education has been described as "a key contributor to the development of democracy, human rights protection and sustainable growth" (Bologna Process, 2012). However, as White (2017) points out, higher education, and its growth tends to be more justified in terms of economic gain, e.g. by emphasising increased productivity as a contributor to higher growth rates. This suggests a notion of the university´s role as a strategic one, rather than a democratic one. White (2017) contests this view describing it as "contingent upon political concerns", arguing that "the good of universities should be considered first in democratic terms" (p. 42). This calls for questions such as: Do universities have a specific democratic role in society and if so, what does that role entail when considering the internal practices of universities? This study is a part of a larger research project on the democratic role of universities. The aim of the part presented in this paper was to explore academics' conceptions of the democratic role of universities and if and how those ideas are reflected in their academic practices. Data was gathered by interviewing a sample of academic staff in three Icelandic universities. Interviews were conducted with 30 individuals

holding academic positions, 10 in each university. Analysis of the interviews is in progress, but preliminary findings will be reported and discussed.

The study is one phase of a three years interdisciplinary research project, Universities and Democracy, funded by Rannís (The Icelandic Centre for Research).

Paper 3

Jan Alexander van Nahl (University of Iceland, Faculty of Icelandic and Comparative Cultural Studies): jvannahl@hi.is

Half-Remembering and Half-Forgetting – Teaching the (Medieval) Past Today

In recent decades, the humanities seem to be stricken with a peculiar disorientation as to their societal relevance. However, the growing feeling of their being in a state of crisis might serve as a welcome reminder of their civic task in a likewise increasingly challenged society. Obviously, this is a question not only about methodology in scholarship, but also a question about goals, purposes and aspiration in the history of research and teaching in the humanities. In the face of both the ideological catastrophe in the first half of the 20th century, and the rise of populism and nationalism in our days, the interdisciplinary field of medieval studies, with its strong focus on a 'Germanic past, has a special obligation to address this challenge. Popular ideas of the Middle Ages have recently been called the result of a banal medievalism somewhere in between half-remembering and half-forgetting the past, often denoting anything one wishes to be ideologically disassociated from. At the same time, scholars in the field seem to be reluctant in rethinking their stance in not only researching but particularly teaching a past whose relevance for the present appears more ambiguous than ever. My paper addresses the outlined task by 1) illustrating aspects of the impact of 20th-century scholarship and politics on current popular and scholarly opinions on the Middle Ages, and 2) discussing options in productively dealing with this legacy in 21st-century university education.

Paper 4

Piers Von Berg (Plymouth University/University College London): piers.vonberg@plymouth.ac.uk

The civic university: developing our students' empathy, compassion and creativity

Universities have long been associated with social transformation of students. In the current era, universities often proclaim how the experience of university will help students cultivate attributes like citizenship. There is very little research on how this can occur in the

classroom, if at all. This study what kind of professional practice for teachers can enable students to explore their civic identities and agency. It utilised an action research methodology to conduct activities using ideas of authentic reflection (Freire 1970), transformational learning (Mezirow 1990) and Forum Theatre (Boal 2002) with undergraduate students. The findings show that these activities nourished the students' civic identities and sense of agency through experiences of empathy, compassion and creativity with marginalised groups in the city and with other students in the group. This leads to rethinking how young people's practice of citizenship (Biesta and Lawy 2006) entwines identity and agency, and, how freedom to achieve this can occur in the interplay between liminal spaces in the university and in its community.

Session 2D:
Equality and access to higher education

Paper 1

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Increased access to higher education: Supporting democracy or sacrificing quality?

The massification of the higher education sector is assumed by some to reflect changes regarding the democratic role of universities. Further, it is common among both policy makers and academics to refer to democratic values when stressing the need to break down barriers that have prevented access of underrepresented students to universities. However, it does not seem to be clear by policy makers and academics how increased access to university education is interrelated with its democratic role. Further, one angle of the discussion on increased access to university education concerns the quality of the education provided. Within a higher education system that is influenced by international comparison, ranking and league tables, all of which are crucially dependent on the research activity of the academic staff, the process of expanding access to a more varied student group seems to be problematic for individual institutions.

The focus of the study is on the potentially inverse relationship between access and quality. We explored the discourses on access by combining an analysis of Icelandic policy documents and interviews with 26 university teachers. The findings indicate a contradiction concerning the access discourse in relation to democracy, as official policy and the current universities policies emphasise increased access and support for underrepresented groups. However, the official policy documents also reflect a discourse in which increased access is seen as a challenge to the quality and efficiency of universities in Iceland. These tensions are further reflected in the teachers' narratives.

Paper 2

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The proof is in the pedagogy: University Access Programme

Access to higher education is a challenging issue in South African higher education. There is a great need for the youth of the country to gain access to higher education to create better life opportunities and break the cycle of poverty in their families and societies. The purpose of this paper is to stimulate dialogue and provide evidence of existing strategies used at the University of the Free State to promote student success and help address higher education access, support and success. Pedagogy around these approaches is about learning, teaching and development underpinned by strong theoretical and practical foundation. Access and success in higher education have become a highly contested issue because of the complex history of the country. The majority of the country's black students still struggle to gain access to higher education because of the schooling system in which they come from. The University of the Free State through the "University Access Programme" which was established in 1993 to help historically disadvantaged learners gain access into higher education provides bridging opportunities within extended programmes through collaboration between the UFS, other universities, the Central University of Technology, and the TVET Colleges to empower successful students to enrol at any university, university of technology or college of their choice. The results so far, since 1993, more than 5000 students have completed this bridging programme and have gone on to degree studies at universities. More than 4000degrees have been awarded to students who began their studies in the UAP.

Paper 3

Andrew Paul Hill (University of Akureyri), andyhill@unak.is

The International Adult Dyslexic Learner in Iceland: An exploration of opportunities, barriers, and challenges in the contexts of identity and inclusion.

This paper will consider the often hidden barriers and challenges experienced by dyslexic adults in education generally and in the context of living and studying in Iceland, specifically. For this paper, dyslexia is defined as a specific learning difference which is situated under the umbrella term Neurodiversity.   Dyslexia transcends national boundaries or language groups. Dyslexia is often described as a hidden disability,a contested term, but as will discussed in this paper, an appropriate term when dyslexia is understood in the context of the Social Model of Disability. The learning of a new language can be challenging for non-dyslexic adults; however, an inclusive approach to teaching and assessment is

necessary for the dyslexic learner to be successful. Whilst some of the Icelandic language courses are offered at the university level, many courses are offered across the country. Evaluations of these courses suggest that the classes are poorly received. Poor quality Icelandic language teaching can negatively impact upon the dyslexic adults´ confidence and self-esteem, which may go on to affect their willingness and ability to integrate and fully participate in Iceland society. This paper will form the framework for a research project which is being planned for 2022.

Paper 4

Susan Gollifer: sueg@hi.is, University of Iceland

Randi Stebbins: rws@hi.is, University of Iceland

Responsible higher education: The role of human rights education in addressing equality for all.

Despite higher education (HE) equality policy claiming that discrimination is "forbidden", and making efforts "to incorporate other dimensions of equality as far as possible", the "human" in rights discourse is absent. Iceland is a signatory to legally binding international human rights accords aimed at protecting against all forms of discrimination. We propose a dialogue to problematise the absent "human" in rights discourse in HE policy and over-dependence on legal dimensions of human rights. The dialectical tension between absence and over-dependence dilutes HE´s responsibility to address societal challenges. Drawing on a project on the experiences of gender-based violence by women of immigrant backgrounds living in Iceland, we provide examples of legal constructs working as legal violence in discriminatory ways. We argue that, despite historical struggles for justice that show knowing your rights can increase stakeholder accountability, knowledge needs to be embedded in a legal, moral and political rights frame that makes explicit the human in rights discourse. Learning about human rights needs to be supported by learning through and for human rights to foster solidarity and to be directed at both those affected by and who commit forms of violence. We conclude by suggesting that human rights education (HRE) addresses accountability by engaging with the "human" in rights discourse, while challenging exclusionary legal conceptions. A holistic human rights lens is missing in HE programming. HRE offers HE an intersectional approach that addresses all dimensions of equality for everyone.

Thursday, March 25, 2021
15.15 – 17.15 GMT

Session 3A: Aspects of immigrants' involvement in local communities

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Paper 1

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Exploring the Obstacles to Deserving Employment Opportunities for Educated Immigrant Women in Akureyri. A pilot study

For a nation that is known for high gender equality, the status of immigrant women in the Icelandic labor market is a weakness. Foreign women are there the most sensitive group, both regarding employment opportunities and income. Educated immigrant women are not only less likely than native Icelandic women to have employment according to their education, but also less likely than immigrant men. In this pilot project, we attempted to assist immigrant women with a university education to get appropriate jobs in their fields of expertise in Northern Iceland. The purpose was to understand the obstacles foreign, educated women face in the labor market and identify potential solutions. There were four main findings. Firstly, lacking skills in the Icelandic language. Secondly, lacking opportunities to practice speaking Icelandic in the workplace. Thirdly, a sufficient supply of the Icelandic workforce, creating no pressure to hire immigrants who might need support. Fourthly, there is undoubtedly a need for structural changes, involving the cooperation of institutions, government bodies, and society to ensure equity in the labor market. Some participants in the project were trapped in a vicious circle between not getting employment opportunities due to inadequate language skills, but at the same time, being unable to become fluent in the Icelandic language because of lacking opportunities to speak Icelandic in the workplace. There are existing models in the capital area that have proven to be helpful for the integration of immigrants into the labor market and society.

Paper 2

Grétar Thór Eythórsson University of Akureyri (gretar@unak.is)

Inclusion of immigrants in Icelandic society through political participation and other activities.

The paper is based on research that is a part of the research project „Inclusive Societies? Adaptation of immigrants in Iceland ". The project was funded by the Icelandic National Research Fund (Rannís) in 2018. It is managed by the University of Akureyri, and ten partners and experts from other universities and institutions are also involved. A large part of the project are two surveys. The first is among immigrants about their integration in Iceland „How is your life in Iceland?" The immigrant survey was conducted in the autumn 2018. A total of 2211 participated, at the age between 18 and 80, that is about 5% of the estimated number of immigrants in Iceland. The aim of the survey was to gain an insight into the inclusion of immigrants in Icelandic society – especially focusing on topics as language, employment, education, participation, culture and happiness.

In this paper I will present the results of the analysis of questions on voter participation and the political participation of immigrants in Iceland. A part of this analysis was published in a report at the University of Akureyri in August 2019 (Eythórsson 2019). Main results were: the voter turnout among immigrants is much lower than among Icelanders. However, the turnout for immigrants is considerably higher in Local elections than in National elections. Women among immigrants vote rather than men and older immigrants vote rather than the younger ones. The voter turnout is much higher in municipalities located outside the capital area. In the paper I will also present further analysis on immigrants participation or inclusion through membership in voluntary organisations and other organisations and trust in the key institutions in society.

Paper 3

Birgir Guðmundsson University of Akureyri (birgirg@unak.is)

Markus Meckl University of Akureyri (markus@unak.is),

The media-use of immigrants in Iceland

Between 2000 and 2020, the number of individuals with an immigrant background increased from 2% to over 14%. The booming economy of the beginning of the 21st century and the subsequent demand for labour, especially in the construction and service sectors, resulted in a rapid increase in the number of immigrants coming and settling in Iceland. Although immigration is no new phenomenon in Iceland, this growth over a short period of time creates conditions for the   formation of subcultures that can hinder integration and potentially create social divisions and conflicts.

One way of study the integration of this immigrants is to examine their media use, both the use of traditional cross boarder digital media and local media, as well as their use of social media. Through analysis of media-use in the fragmented global media landscape it can be established if migrants in Iceland tend to end up in media based sub-groups and/or filter bubbles, that affect the prospects of integration. In our presentation we are drawing on data on media-use from an extensive survey among immigrants in Iceland (N=2.139) collected in 2018.

Paper 4:

Snæfríður Þóra Egilson (sne@hi.is), University of Iceland

Guðbjörg Óttosdóttir (gudbjoro@hi.is), University of Iceland

The intersection of migration and disability in family lives

Disability studies and migrant studies have largely operated on different tracks. Despite the growing diversity within Icelandic society, little is known about the lives of migrant families with disabled children living there. Inspired by critical disability studies, migrant studies and Bourdieu's concepts of capital and field, we focused on the daily experiences of three migrant mothers of disabled children and their encounters with the Icelandic service system. The migrant women's experiences reflected their diverse positions and needs in terms of their participation and possibilities to use their resources to build upon and apply their social and cultural capital. Initially, all three intended to stay temporarily in Iceland, but the birth and diagnosis of their disabled children ultimately affected their decisions to stay or leave. The paper concludes with a call for a more nuanced understanding of the intersection between disability and migration in family lives.

Session 3B: Social Justice and inclusive educational practices

Paper 1

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School-university partnerships. Preparing teachers for intercultural and inclusive education.

Universities offering teaching programs have a central role to play in facilitating teachers to build a sound knowledge base for cultural diversity and addressing inclusion in multicultural schools and societies. In this regard, the paper focuses on the role of universities in the preparation of teachers for intercultural and inclusive education. In doing so it reports

on the methodological approach adopted in intercultural teacher workshops organized by the University of Catania (Italy) within the context of in-service teacher development programmes. This approach focuses on the use of metaphors and visual narratives as epistemological and methodological devices to reveal implicit conceptions and perceptions of diversity in educational and educational practices. Teachers have, in fact, a set of latent implicit values, attitudes, behaviors and theories that can promote/inhibit intercultural and inclusive practices. This methodology provides an alternative and concrete strategy that can be implemented to shift intercultural teaching beyond rhetorical methods as it seeks to evoke personal epistemologies of teachers, internal representations of intercultural practices and implicit learning theories. Following this, the paper presents an example of an application for training/research with Lego bricks as an 'unconventional' way of bringing constructive learning and creating a common awareness of diversity. Using a brick modelling approach to reflective practice in intercultural education is a promising choice for higher education that can support universities. This may help to achieve a broader dialogue between university and multicultural society.

Paper 2

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Teaching Inclusion and Multiculturalism through Humanities and Classics

The humanities classroom, with its emphasis on texts from other cultures and time periods, is an ideal location for teaching students the value of diverse perspectives. This is particularly true in Classics, since the focus on the ancient and the mythological allows for discussion of topics such as multiculturalism and colonialism without immediately viewing these issues through the lens of current political divides. Since most universities require some form of humanities course for the fulfillment of general education requirements, it is through such courses that universities can and should prepare students to meet the challenges of global migration and rising nationalism with compassion and understanding.

In this paper, I will offer two case studies from my own teaching that illustrate how humanities classrooms can become laboratories for examining the need for diversity and multiculturalism. First, I used a graduate seminar to examine the corpus of Greek tragedy for themes related to refugees and displacement, which resulted in a public performance of scenes from Greek tragedy that describe how different groups respond to the request to accept refugees into their communities. Second, in my general education mythology class, I modified the readings and assignments to focus on the damaging effects of violence, misogyny, and colonialist discourse. In both cases, a guided encounter with Greek and Roman texts helped students confront their own biases and learn the value of seeing the world through another person's eyes.

Paper 3

John H. McKendrick Glasgow Caledonian University: jmke@gcu.ac.uk

Prospects for poverty proofing the university

Poverty-proofing is one of the interventions that is used to ensure that public investment is, at the very least, not disbursed in ways that perpetuate or exacerbate poverty. At its best, poverty-proofing encourages a spending shift toward public investment that either ameliorates the negative impact of poverty or tackles its root causes. This paper reflects on the prospects for poverty-proofing the university as an anti-poverty intervention. First, we will review the history of poverty proofing as an anti-poverty intervention. Second, we reflect on the wider role of universities in relation to tackling poverty. Third, we begin to outline ways in which poverty proofing might be used as practical tool to transform the university and to enhance its role in promoting 'the common good'.

Paper 4:

Sheila C. Mullooly (Portland State University), mulloolu@pdx.edu

"A Public University Futures Collaboratory: A Case Study in Building Foresightfulness and Community"

"What happens when a public university decides to construct a cross-disciplinary,cross--functional initiative to explore the future, build capacity to be more 'future ready' andresilient, and serve as a resource for the university and broader community to help them do thesame? This article presents a case study of a 'Futures Collaboratory' launched at a PacificNorthwest public, urban university in the 2019 to 2020 academic year. The three intersectinggoals of the effort were to: explore and cultivate interest and capacity among interestedindividuals across campus; develop institution-wide "foresightfulness" as a collective; and endthe year in a position to make thoughtful, creative, and well-reasoned recommendations aboutbeing more future-facing as a university. The dual pandemics of Covid-19 and white supremacyproved to deepen the commitment to learn and practice futures thinking. A primary goal was toensure that the university would benefit from efforts to democratize foresight activities whiletaking practical steps to navigate our own systemic volatility, uncertainty, ambiguity, andcomplexity. This article discusses the effort, early work, disruptions, and risks during theCollaboratory's first year, as well as the emergent reflections, opportunities, andrecommendations prepared for university leadership. Special attention is paid to theconsideration of equity and social justice in the future of higher education and the tools andresources needed by the sector to build liberatory futures."

Session 3C: Fostering democratic citizenship through curriculum and practice in higher education

Paper 1:

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Nick Ponsillo, University of Chester n.ponsillo@chester.ac.uk

Practical Wisdom for Critical Creative Citizens: A 21st Century University Curriculum

The success of the post-Enlightenment university built on disciplinary excellence and the scientific method. But the 21st century has already seen three "exceptional" global crises in 2000, 2007 and 2020. After the first two crises, the failure of Enlightenment rationality to prevent them was highlighted by Ian McGilchrist (2011). Our own approach focusses on weaving together scientific-method based disciplines with the arts and humanities. It builds on a 2016-2019 Erasmus project, and our post Erasmus work is now further refracted through the lens of Decolonisation of the University Curriculum (Arday & Mirza, 2018).

All three crises in part related to universities having lost sight of their medieval concern with education for practical wisdom: the phronesis of Aristotle (1934). Furthermore, in democracies, phronesis is no longer just for elites, but also for the whole community of citizens.

So, post-pandemic, the sector must augment its Humboldtian old-normal. For us, this involves a rekindled focus on practical wisdom distributed throughout democratic society, building on twin pillars of creativity and critical thinking.

We propose five dimensions of learning, with corresponding curriculum emphases shown for each. A major challenge is that all five dimensions go against the grain of higher education everyday practice.

Paper 2

Jo Kukuczka, University of Bristol: Jo.kukuczka@bristol.ac.uk

The impact of Academic Reading Circles as knowledge building education practices supporting the role of universities in addressing societal challenges and fostering democracy.

This paper reports findings from exploratory research conducted on an English for Academic Purposes (EAP) International Foundation Programme in a UK university, and addresses the conference theme of Educational Practices.

The paper explores the impact of Reading Circles (ARCs) on enabling the role of universities in addressing societal challenges. ARC is a student led group discussion activity where students take on specific roles (such as Contextualiser, Connector) to explore a text from a range of perspectives and connect it with other texts, concepts, and views.

This paper is part of a larger (ongoing) study, and reports on one of two ARC interventions. Institutional ethical approval was granted prior to the intervention. The sample consisted of 54 students and employed the mixed methods including two surveys, and the Legitimation Code Theory (Maton, Hood & Shay, 2015) fronted analysis of the intervention. The surveys' results show that 54% of respondents reported an increase in confidence with regards to analysing information, and 37% with regards to argument development. 52% felt certain they would use knowledge learnt during ARC in contexts beyond university, including social justice issues. The intervention's recordings' analysis revealed that ARCs were the arenas of powerful knowledge building as students effectively connected abstract and concrete concepts by analysing and evaluating information, challenging views and asking and answering critical questions posed by texts and peers.

Those results support claims made in literature (Cowley-Haselden, 2020; Seburn, 2016) that ARC is a powerful tool in supporting the role of universities in addressing social justice issues, and, therefore, should be used and researched more widely.

Paper 3

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Digital Entrepreneurship for university students: EmDigital model

Digital and entrepreneurship competences are two basic competences for lifelong learning of any 21st citizen. We have designed a new model of digital entrepreneurship competence based on the European Framework of competences, using EntreComp and DigComp as main references. This model has been developed in a project funded by Séneca

Fundation, a Science and Technology agency from Murcia (Spain), with reference 20962/PI/18. It is coordinated by Dr. Prendes-Espinosa (University of Murcia) and developed by 15 researchers from different Spanish universities. The main aim of this project is totrainuniversity students of any discipline in digital entrepreneurship competence, that is, an emerging opportunity for their professional development. Our innovative model EmDigital encompasses 4 areas, 15 subcompetences and 45 indicators. Using this model, we have designed a questionnaire of self-perception for university students and have also designed interviews to analyse the main factors of successful good practices. Currently,we are conductingthe pilot study and analysing the interviews. Finally, after knowing the resultsof the definitive questionnaire as well asconsideringthe EmDigital model and the results of the interviews with successful digital entrepreneurs, a MOOC will be designed and implemented for university students who are in their final academic year. Moreover, different institutional proposals will be made to improve digital entrepreneurship competence.Visit the official webpage to know more details about EmDigital project: https://www.um.es/emdigital/en/

Paper 4

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Fostering students' civic responsibility through digital civic engagement

Active students form the backbone of democratic universities, active citizenship and contribute to an inclusive society(Adler & Goggin 2005).Student engagement activities in higher education institutions, either as an optional activity (e.g. volunteering in a student union) or as part of study programmes (e.g. engaging in service-learning), foster students' civic responsibility and equip them with the necessary competences for facing societal challenges(Boland 2014; Watkins et al. 2015).In light of the COVID19 pandemic, there are strong arguments in favour of awarding civic engagement a larger role, especially in a digital arena. Digital tools not only widen opportunities for civic engagement and effect solving real-world needs. They are also transformative and empower students in their civic engagement through digital services. However, despite enormous changes in the digital arena, there is still little research on how civic engagement can be linked with digital technologies in higher education. This contribution focuses on relating students' civic engagement to the usage of digital tools. It is part of Erasmus+ project Students as Digital Civic Engagers, co-funded by the European Union. The contribution examines what 'digital civic engagement'(DCE) is and how it can be integrated into a) teaching and learning and b)policy level in higher education. We performed a comprehensive desk research and a policy review on national and institutional policies in six European countries showing how DCE is being addressed and what needs to be done to give students' civic engagement in a digitalised world a greater voice.

Paper 1

Silvia Adamo (University of Copenhagen): sia@jur.ku.dk

Access to university: what barriers exist for students with fewer possibilities?

Universities can be open forums where academics create knowledge and students learn both specific disciplines and general skills. In maintaining their independence and academic freedom, universities provide an invaluable societal contribution. However, university access is not always universal, and admission requirements of different degrees can have an exclusionary impact on particular sectors of the student population. To advance the democratic and public role of universities in our societies it is then necessary to take a closer look at how higher education institutions regulate access for students with fewer possibilities, including migrants. In this optic, it is essential to analyse administrative organisations and processes, as well as the general institutional and legal framework for admission at higher education.

This paper will provide an overview of a number of national programs regulating the conditions for entering higher education for people with fewer opportunities in four selected countries (Denmark, Greece, Iceland, and Italy) with the main emphasis put on highlighting the existing barriers to access to university. The focus of the analysis will be on people with fewer possibilities, which are defined as educational difficulties, cultural differences, and geographical obstacles. The comparison between the diverse national systems will highlight common obstacles, but will also highlight good practices which universities may employ in regulating access to higher education.

Paper 2:

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Perpetual Seekers of Understanding: How Immigrant Faculty Members Navigate Academia

The immigrant experience in higher education is an important topic that must continue to be researched. Current research looks at the role of students, who identify as immigrants, and their sense of belonging in university settings. This session takes a different perspective where the focus of study are university faculty members and their experiences in navigating academia. Through the lens of faculty members and their immigrant experience on the

tenure-track, we discuss issues of acculturation, assimilation, and resistance. These are all elements that reflect faculty members' experiences as immigrants to the USA, and as members of academic institutions of higher learning where they teach students who also identify as immigrants. The roles of mentor and advisor are critical roles that these faculty members play. We explore how their own schooling experiences as immigrants shaped how they interact with their own students. We will also discuss the myriad of ways that these immigrant faculty members have paved their way to success in academia and surpassed traditional stereotypes.

Paper 3

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"All the focus is on productivity when it comes to scholarly articles". On gendered experiences of academics in Iceland.

Various issues signal that universities as workplaces are based on traditional gendered system and are androcentric when it comes to structure and culture. It is important to research if the turn towards more corporate focus within the academia is reproducing these inequalities and to understand the connection between the construction of excellence and reproduction of gender inequalities. This applies to Icelandic academia as well as in other countries. The findings introduced here are based on Iceland's participation in an inter-Nordic research, NORDICORE, with the participation of Iceland, Norway and Sweden. The research has the aim of looking into career developments among PhD holders, working within and outside the academia. The research is based on mixed method data gathering but the findings introduced here are based on individual interviews with 16 doctorate holders working within the academia. The interviews were conducted among men and women who finished their PhD's in the last 5–20 years, with background in both STEM and SSH years and living in the greater capital area in Iceland. The findings suggest that the recent changes towards academic capitalism effect men and women in somewhat different ways. Female academics are more likely to find the burden of administrative part of their work more stressful and are apt to be expected to do more academic housework. Both male and female academics talk about increased pressure on output when it comes to research and publishing and express the feeling of quantity being emphasized than quality in that context.

Paper 4

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Gyða Margrét Pétursdóttir (University of Iceland): gydap@hi.is

With or without them - The struggle continues

The first generation of feminist activists in Icelandic academia are now in the twilight of their careers. We ask how do they look back on their career and the role they played within society and the academic environment, and how do they see their role in dealing with ongoing and future challenges. The data collection derives from a purposive sample with 12 female academic feminist activists that have been teaching and researching at the margins in the humanities and social sciences. While the number of interviewees is small, we virtually exhausted the total population of female senior academic feminist activists in Iceland as their number barely exceeds the dozen. We used semi-structured interviewing and perform an intimate insider research. Our findings reveal that feminist activists in academia have met various resistances, both within and outside of academia; from adversaries and other activists. Within the university setting they see changes and improvements but also recognise the power struggles that remain firmly in place today. Some of the women show signs of burnout and saturation, and see it as the role of the next generation of feminists to keep rocking the boat, while others still find the energy and motivation to battle on themselves.

Friday, March 26, 2021
10.45 – 12.15 GMT

Session 4A: Migration and education: policies and strategies

Paper 1

Hanna Ragnarsdóttir, University of Iceland, hannar@hi.is

Hermina Gunnthorsdottir, University of Akureyri, hermina@unak.is

Municipal educational policies in Iceland related to immigrant students: Opportunities and challenges in implementation

In this paper we present findings from three qualitative studies in altogether seven municipalities on municipal educational policies related to immigrant students in Iceland, what are the main challenging in implementing these policies and how municipalities organise and structure the support for these students. The data collection in all projects was structured around municipalities as the main providers of service at the community level. Two of the studies were carried out in 2015 and 2016 and included interviews with key people in central educational offices in the municipalites. The third study is part of the research project, Inclusive Societies which started in 2018 and aims to compare integration patterns of immigrants in Iceland in various municipalities across the country. Interviews were conducted with head of central educational offices, principals of schools, teachers and special education teachers on issues related to the education of students with immigrant background.

In the paper we present findings from two previous projects, combined with preliminary findings from the third one in seven municipalities on educational policies, support and training offered to teachers, challenges and opportunities in the education of students with immigrant background and recent actions taken by school authorites to meet this growing group of students. The findings will give an in depth understanding on how municipalities organise and structure the support for this group of students, if there is a policy in place and how it is implemented and followed.

Paper 2

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Improving teaching to improve refugee education. The ITIRE project

Research emphasizes that a holistic educational approach can ensure effective enrolment and transition of refugee youth, and that teachers play a key role in implementing it. However, this poses a professional challenge, as Refugee Education (RE) cannot be considered just as a variation of the usual approaches in intercultural education. Consequently, both future and in-service teachers need to receive specific training and continual professional development to cope with the new tasks involved in RE. Stemming from well-grounded experiences developed in countries with longstanding experience in RE (Norway, Iceland, Denmark, UK, Austria), the Erasmus+ project ITIRE (2019-2022) aims to design, implement, and disseminate an effective transnational training programme on RE addressed to teacher (trainees).

In this presentation we will present the overall idea of the project and its following outputs:
- Report of resources in the field of refugee students' education;
- Bank of existing good practices in RE teaching;
- Self-assessment tool addressed to map the dimensions of RE learning and participation in schools;
- Training programme addressed to improve teachers' skills in RE as a part of their initial and continuing professional education;
- RE toolkit aimed to spread and further develop RE in other EU countries;
- Laboratory of social development in RE, through the creation of an online collaborative and interactive platform to ensure networking and continuing support for RE teaching improvement programmes.

First experiences drawn from cross-institutional exchange between universities and schools will round up the presentation and open the discussion about associated challenges and opportunities.

Paper 3

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VaKE for female asylum seekers

Caused by the exploding numbers of asylum seekers the Austrian government implemented special programs for this target group aiming at the support of integration, focussing on knowledge of Austrian history, facts of culture and traditional values, and preferring ex-cathedra teaching as the method.The authors developed a follow-up program for female asylum seekers focussing their problems related to integration and their needs for coping. The used didactical approach was VaKE - Values and Knowledge Education (Patry et al. 2013), a teaching-learning based on dilemma discussions sensu Blatt and Kohlberg (1975). The main goal of the program concentrated on the development of personality challenged by the confrontation with an unknown culture (especially the status of religious principles within the society), unknown legal principles (especially democracy), unknown social conventions (especially routines of daily life) and unknown meaning of terms (especially the interpretation of social and democratic values). The participants should develop individual strategies to integrate the new experiences in their self-perception.The program was put into practice with 11 workshops. The evaluation shows that the participants could establish individual coping strategies.

Session 4B: Receiving country perspectives on migration

Paper 1

Elke Murdock, University of Luxembourg elke.murdock@uni.lu

Can Iceland learn from Luxembourg? Understanding the host country perspective in an increasingly plural composed society.

Luxembourg and Iceland are very different In terms of geography, but both countries have experienced dramatic changes in terms of their population structure in recent years. With 41 immigrants per 1000 inhabitants, Luxembourg had the second highest number of immigrants per inhabitants in Europe in 2017 with Iceland, at 35.5, coming a close second. Since the 60s, Luxembourg's population nearly doubled and today the foreign population percentage stands at 47.5%. Until the turn of the century, Iceland's foreign population stood at around 2%, rising steadily over the last 20 years and today stands at 14.4% - having doubled in the last 10 years.

Migration studies often focus on the immigrant perspective, but especially when numbers rise, the host country perspective is important. In Luxembourg, we conducted several studies into the attitude towards multiculturalism among the host society. The Inclusive Societies – Iceland project investigated both, the experience of immigrants to Iceland but also the attitude of the native population towards immigrants. Findings from this quantitative study covering 3630 native Icelanders (51.1% women, MAge = 50.8, SD = 15.6), spread across all regions of Iceland will be presented and parallels drawn with findings from Luxembourg. Particular focus will be placed on demographic variables, language, culture contact and citizenship influencing the attitude towards a diverse society. Understanding the attitudes towards immigrants and diversity ideologies held by the native population is important, as these will determine acculturation options open to immigrants. Implications will be discussed in light of empirical findings in Luxembourg and Iceland.

Paper 2

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Thai Migrant Workers in Israel and the Dog Meat Eating Myth

Abstract: It is a well-established Israeli total social fact that Thai migrant workers, who make for the bulk of the agricultural workforce in the country, systematically hunt and eat Israeli pet dogs. Canine flesh, however, is rarely eaten in Thailand, while my pursuit of reported cases of dog-meat eating by Thai migrant workers in Israel repeatedly led to the conclusion that the specific events I was following did not actually involve dog eating.

My follow up of media reports on dog-meat consumption by Thai migrant workers led to similar ends: despite the bold headlines and condemning readers' comments, the reports accusing Thai migrant workers for hunting and eating dogs regularly turned into blurry texts in which the question whether dog-meat was practically eaten by Thai migrant workers remained unclear. Why is it, then, that Israelis are so adamant that Thai migrant workers eat the flesh of their pet dogs? In this paper, based on long-term ethnographic fieldwork conducted in Israel since the late 1990s, I argue that dog hunting and eating are myths made up by Israelis in order to relegate the Thais, members of the new global class of cheap laborers, into a specific social position in the Israeli power-structure that justifies their economic exploitation. I suggest that an accusation for consuming specific kind of flesh (dog-meat) by members of a specific social group (Thai migrant workers) is a cultural means that defines the latter as less-than-human and relegates them to the bottom of the Israeli power structure, where social and economic exploitation are somehow acceptable, within the neoliberal regime that dominates much of the contemporary labour migration.

Paper 3

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Patricia Mothes UMR EFTS of Toulouse University, patricia.mothes@univ-tlse2.fr

Presence of migrants in French research:the questioning way to research with

In Toulouse south of France, volunteers have been supporting since 2016, the education of young unaccompanied foreign minor migrants, while they are in the minority and before they are placed in a children's home. Most of themare young men coming from Africa. These people attend courses given by volunteers in changing conditions: in city parks, at the municipal library, in association premises. We point out that we are both trainers in this schooling, but also researchers in educational sciences. Our approach is based on didacticclinic (Carnus, Terrisse, 2013), a field of research focusing on learning and teaching under the hypothesis of the Freudian unconscious. It follows the thread of knowledge in a singularsubject, divided and subjugated. We also use the concept of intersectionality (Çıngı Kocados, 2017; Belkacem, Gallot, Mosconi, 2019) to think in a non-dominant way the migrant's situation andthe research's one.In our different research last works about migrants in Toulouse, we try to observe the situation the most closely; it means in a clinical way, the differentactors of the situation migrant andvolunteering teachers. We try also to "research with" (Buznic-Bourgeacq, 2019) them. We propose to focus on our research progression since two years: the differentmethodologieswe used and their main results to examine our epistemologies. We would like to answer with you two questions: How a university research is possible about the migrant question, ina qualitive way and in a non-dominant position?

Session 4C: Encounters and involvement across digital and rural spaces

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Paper 1

Anna Wojtyńska, University of Iceland: annawo@hi.is

Senses of place and immigrants' well-being: comparative study between Dalvík and Húsavík

In the past few decades, Iceland experienced rapid and intense increase in migrant population, which, thought to different degrees, could be observed in all parts of Iceland. In Dalvíkurbryggð and Norðurþing — two studied peripheral communities in the North-East part of the country — the number of immigrants grow from 18 to 222 and from 40 to 237 respectively from 1996 to 2006 (Statistics Iceland, 2020). Interestingly, despite relative geographical proximity and analogues remoteness, the survey conducted in 2016 revealed considerable difference between self-reported levels of satisfaction among immigrants. While in Dalvík 82% of East European immigrants reported being overall satisfied from their life in Iceland, in Húsavík it was only 60% that shared the feeling. In order to seek possible factors that contributed to these discrepancies, in-depth interviews were conducted in both places. In this presentation, we combine quantitative and qualitative data to reflect on the specific situation in the two towns that could influence migrants' well-being. The results indicate that the wellbeing increase with time spent in Iceland and is correlated with developed local attachments. Thus, we engage literature on place and belonging, including concepts, like sense of place or identity of place (Simonsen, 2008) to speculate about different components that might affect migrant's attachment and so wellbeing. Importantly, applying a comparative approach enables us to discuss the role and impact of contextual factors (such as structure of the labour market and locally available services) on migrants' satisfaction levels.

Paper 2:

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Grétar Þór Eyþórsson, University of Akureyri, gretar@unak.is

Social and political engagement and social trust among Icelandic immigrants

Social and political trust along with civic engagement have been the subject of both teoretical and empirical studies of democratic theories on stability and societal cohesion sice the latter part of the 20th century. Works on the „civic culture" (Almond and Verba, 1963 (1989)) and later on the concept of social capital and democracy (Putnam , 1993) have e.g. placed these two elements at the core of their arguments. However, although a large

body of litterature has emerged over the years on trust and participation, different methodologies and definitions have been applied hindering common conclusions and unified results. The common denominator though, suggests that both trust and participation are important components of a strong civic society and democratic community integration. Most studies look at participation and trust and use nations as units of analysis or employ a comparative perspective between societies. In this study however, a novel approach will be introduced, as the unit of analysis is a specific group with in the Icelandic sociey, immigrants. Their social engagement and institutional social trust is mapped out and compared against different variables that might serve as indicators of their integration into the Icelandic society. The study utilizes survey data gathered among Icleandic immigrants (N=2.139) and cerates two indexes, an index of social institutional trust and an index of civic engagement. These indexes are then compared through regression analysis against different background variables drawing out important characteristics that cast a light on the integration process of immigrants in Iceland.

Paper 3:

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Þorlákur Axel Jónsson (University of Akureyri)

Markus Meckl (University of Akureyri)

Digital connectivity from remote migration destinations: **digital connectivity to countries of origin, inclusion and satisfaction with life amongst immigrants in Iceland**

In this paper, we investigate the links between digital connectivity of immigrants in Iceland to their countries of origin, their inclusion in the local Icelandic community and their well-being in local Icelandic communities. We establish digital connectivity as consumption of media from immigrants' countries of origin and contact to people from immigrants' countries of origin on social media. We draw on data from a large-scale survey (N=2,139) conducted amongst immigrants in Iceland in 2018. We find evidence that immigrants who are highly digitally connected to their countries of origin are also highly connected to Icelanders online, but are slightly less involved offline in Icelandic communities. We do not find differences regarding satisfaction with life in Iceland. The results indicate that immigrants who are highly digitally connected to their countries of origin maintain ties to several places and are almost as involved in local communities as less digitally connected migrants.

Paper 1:

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A View Towards internationalisation at the University of Iceland: Lessons Learned from the International Studies in Education.

Since 2008, International Studies in Education (ISE) at the University of Iceland has aimed to provide educational opportunities for a growing (im)migrant population seeking to access quality higher education (HE). The programme was a response to the limited availability of HE for (im)migrants who had not acquired enough Icelandic to attend more traditional courses. In countries such as Iceland, where (im)migrants are a relatively new population, and where the growing diversity presents challenges as regards students' rights to accessible, available, acceptable and adaptable HE, it is important to include these populations in the discourse of internationalisation. This paper draws on findings from a research project on ISE that point to the contribution of the (im)migrant population to internationalisation at home (IaH) and internationalisation abroad (IA). We identify and resolve gaps and inconsistencies in the knowledge base as regards how IaH and IA are understood and applied at the UI. IA is prioritised at the cost of IaH, which invites an intercultural and international focus on the curriculum and a deeper examination of student and faculty experiences. ISE student data provide evidence that conservative conceptualisations in policy, legal frameworks and strategic plans risk making invisible, or normalise, institutional failures to focus on the diverse needs of all students. We propose first, a broader definition of internationalisation that reflects and responds to all international students in order to better serve the (im)migrant student population; and second, that student cross-cultural experiences inform understanding and enactment of internationalisation processes.

Paper 2:

Sean Michael Scully (University of Akureyri), scully@unak.is

Arctic universities: Centers for confronting 21st century challenges

The scale of the modern problems faced by arctic communities can be extremely challenging. Thus, the importance of arctic universities as nucleation sites for confronting environmental issues, disseminating high quality education, and stewarding the utilization of the region's natural resources cannot be understated. Universities serve as hubs for education and developing the public knowledge needed to address sustainability issues and supporting

quality education in rural communities. By acting as focal points for inviting interdisciplinary collaborations, arctic citizens can explore robust solutions to the problems posed by access to education, threats to ecosystems caused by climate change, resource utilization, and so forth. As an example, the University of Akureyri, located in north central Iceland, has supported work in the sciences related to sustainable natural resource management and biofuel production as well as training the next generation of educators. Additionally, arctic institutions can serve as nodes connecting other universities in the region allowing the efficient exchange of information and facilitate collection action on universal challenges.

Paper 3:

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We can not only rely on yesterday´s lessons": Students' acquisition of multicultural pedagogy through direct experience

Educators at all school levels in Iceland are becoming increasingly aware of the need for multicultural pedagogies to meet the needs of all students. University-level teacher educators play an important role in developing teachers' professional practices regarding (dis)empowerment, (in)equity, (in)justice, and (non)participatory learning. Our study contributes to that effort by investigating developments of undergraduate students´ understanding of concepts, skills, and pedagogical practices falling within the scope of multicultural education. In the course Teaching Language in the Multicultural Classroom, students were exposed to a variety of educational theories and pedagogical practices while they directly experienced learning within a culturally diverse group. Students submitted final reflective essays describing their learning experiences and thematic analysis was conducted to identify prominent developments in students´ understanding of multicultural pedagogy. Results of this analysis show that students valued learning about multiculturalism through direct experience because: they acquired knowledge and techniques for teaching, they understood the role of the teacher in the classroom in new ways, they expanded their awareness about diversity and inclusion, and better understood the challenges of working in a multicultural context. Unexpectedly, students also reported improvments in their own language learning. However, from the perspective of improving teacher education, the results also indicate that teacher educators need to promote deeper, critical reflection that intentionally emphasizes social justice if they intend to prompt students´ growth and development as agents of social change.

Friday, March 26, 2021
13.15 – 15.15 GMT

Session 5A: Institutional support and services for immigrants

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Paper 1:

Luca Agostinetto (University of Padova), luca.agostinetto@unipd.it

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A Collaborative Assessment Design Experience In Educational Residential Care Services For Unaccompanied Minors.

According to Eurostat (2020), nearly 14,000 unaccompanied minors (UA) among asylum seekers registered in the EU in 2019, and 5,979 were welcomed in Italy (Ministry of Labour and Social Policies, 2020).

Literature dealing with educational residential care services for minors highlights two aspects as critical to their effectiveness: the scarcity and limitation of quality assessment tools, and the lack of documentation of the intervention modality and outcomes (Marchesini et al., 2019). The most intimate aspects of UA's personality risk to remain hidden to the professionals who take care of them. Finding methods of assessment would be important to positively affect the educational planning of educators, and the well-being of the UA themselves.

The research takes place in an in-service context and involves educators and professionals of pedagogical and psychological fields focusing on the „collaborative assessment" (CA) (Finn, 2009). It follows a qualitative methodology, using focus groups, participant observations, and semi-structured interviews to record the practices implemented, and to analyse instances that educators define determinant and/or difficult to deal with. The CA appears as suitable to reveal the children's emotions and traumas, and to identify meaningful life experiences to take care of when building the educational projects. Moreover, educators with a psychological background are personally involved in the administration of tests. These tasks are significant on the educational level: they involve effects in the educators-minors relationship, since professionals deepen UA's knowledge and retrieve information through which teams can build meanings with respect to the experiences and behaviour of the children themselves.

Paper 2:

Romano Alessandra (University of Siena), alessandra.romano2@unisi.it

Orefice Carlo (University of Siena)

Multicultural health care, global mobility, global access: towards a liquid borderless health care System

This contribution moves from the scenario of a collaborative action-research carried out by academic researchers from University of Siena and 30 health care practitioners that took part in a Training course in "Cross cultural competence in Health Care" during the academic year 2019- 2020 at the University of Siena.

The conceptual framework of the project is nurtured by the growing breadth of eclectic contributions on multiculturalism, pluralism and multiethnicity, including sociological study on radicalization processes (Amiraux, 2016), practice-based study on community (Wenger, McDermott, & Snyder, 2006) and transformative and informal learning theory (Mezirow, 2003; Marsick & Watkins, 2018). A specific focus is paid to the ethnometodology in healthcare organizations (Zucchermaglio, et al., 2013), conversational approach in healthcare system (Anderson, & Cirillo, 2020).

How to support professionals to develop the ability to move in complex and changing settings in the healthcare systems? What practices and methods of interventions are effective in preventing radicalization processes in multicultural hospital and healthcare systems? How to design and validate training methodologies helpful to unpack and challenge the culturally assimilated representations on multiethnicity of health care practitioners?

We present the emerging outcomes of the first-year of the action-research projects. Data were gathered with 30 qualitative in-depths interviews, 5 focus groups, 30 e-portfolios that included an analysis grid for self-case studies, and reflective narratives of participants. In addiction, ethnographic notes and field observations reports were carried out in the foreign universities and healthcare organizations in Catalunya. Implications for the design of collaborative paths for medical education and professional development of healthcare practitioners are argumented with an empirical basis-grounded approach.

Paper 3:

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Brynja E. Halldórsdóttir (University of Iceland), brynhall@hi.is

Cultivating a response using the Istanbul convention on the rights of women: immigrant women and #metoo

In 2011, the Council of Europe adopted what is commonly referred to as the Istanbul Convention. As a signatory, Iceland agreed to secure the rights of victims of gender-based violence without any discrimination. According to Article 20 of the Convention, necessary measures should be taken to ensure that victims have access to relevant and needed services that facilitate their recovery. The narratives published in January 2018 at the height of the #metoo movement in Iceland revealed that immigrant women who experience intimate partner violence (IPV) are not provided with adequate services in accordance with Article 20 of the Convention. The narratives details violence that intersects with race and ethnicity, which indicate potential structural and systemic issues within Icelandic society. Using an intersectional lens premised on Article 20, our talk analyses the content of 14 narratives and five stakeholder interviews with service providers. Results indicate that services available to immigrant women fail to accommodate their needs in a culturally significant way. The goal of this paper is to better understand how service providers can be supported in developing culturally responsive educational tools for immigrant women who experience gender-based violence.

Paper 4:

Guðbjörg Ottósdóttir (University of Iceland), gudbjoro@hi.is

Migrant Families with Disabled Children: "I came here to make my family situation better"

Little is known about experiences of migrant families with disabled children in Iceland. This paper discusses everyday experiences of twelve migrant families with disabled children of settlement, employment and welfare services drawing on findings from a recent qualitative study. The study used the lens of Bourdieu's perspective on social, cultural and economic capital in analysing the findings. The findings show the strategies families use to mobilise their resources in their effort to strengthen their economic and social capital. Families made migration and settlement decisions based on how they perceived their opportunities to mobilise resources and build economic and social capital. They faced challenges when balancing roles in employment with those of care, shaped by their social position as migrants and what possibilities they had to remake and build cultural, social and economic capital. They used however various strategies in their efforts to influence their abilities to build capital. The findings raise the importance of considering diverse situations of migrant families, including knowledge of the Icelandic language, their position in fields of employment and services and access to family support networks, situations which influenced their abilities to generate and make capital.

Session 5B: Gender aspects of migration to Iceland

Paper 1

Stéphanie Barillé (University of Akureyri): stephanie@unak.is
Markus Meckl (University of Akureyri): markus@unak.is

Equality for all? Migration and gender equality in Iceland

Like other Nordic countries in the Arctic region, Iceland has ranked high on various gender equality indexes for the past decade, and is described as "the world's global leader in gender equality" (Women Political Leaders, 2014). The past two decades have also seen immigration to Iceland grow significantly, due to the increasing demand for labour in the construction, tourism and service sectors (Ólafsson & Meckl, 2013). However, public discourse on the intersection between gender equality and migration is rare; moreover, little research has been done on whether the achievements of gender equality issues in Iceland have reached the growing immigrant population of the country. In this presentation, we examine immigrant attitudes towards gender equality in Iceland and the ways through which gender relations and practices are renegotiated in migration. Describing the results from quantitative and qualitative data gathered in Iceland, we present our findings and we discuss the potential of gender equality for all in the small North-Atlantic island.

Paper 2

Brynja E. Halldórsdóttir (University of Iceland): brynhall@hi.is
Marie Carlson (University of Gothenburg, Sweden): marie.carlson@gu.se

Gender-based violence in immigrant women's lives within Icelandic society

Two disparate yet intertwined aspects of violence against women became obvious through the #metoo revolution that happened in 2017. Firstly, intimate partner violence, exemplified in imprisonment, human trafficking and common forms of gender-based violence. Secondly, work-related violence such as wage garnishment, sexual abuse, rape and abuse of power. The narratives published in Iceland illustrate immigrant women's vulnerability and their limited socio-cultural networks (Kjarninn, 2018). Their stories drew attention to the importance of furthering the discussion in Iceland with regards to women's rights, the discourse on popular conceptions of grievability, social justice and a critical examination of the performance of hegemonic masculinity within Icelandic society.

In this paper, we deconstruct how a country that prides itself on its gender equality minimizes the stories of marginalized peoples, such as immigrants. Through this, Icelandic society maintains images of privilege around Icelandic culture and the social construction of the nation state. Intertwining Judith Butler's work on violence and grievability, and Raewyn Connell's work on hegemonic masculinity, we explore how power and violence are present in contemporary Iceland. These discourses are important artifacts as populistic rhetoric around the "other" has become globally increasingly evident. The initial findings presented are from the three-year mixed methods research project: Immigrant women's experiences of gender-based violence in Iceland and include two prevalence-based surveys, anonymous narratives, stakeholder interviews, and employment sector and domestic and gender-based violence reports. Our analysis illuminates how immigrant women's experiences and current public responses indicate the need for including the voice of immigrant women.

Paper 3

Linda Rós Eðvarsdóttir (University of Iceland): lindaros@hi.is
Brynja E. Halldórsdóttir (University of Iceland): brynhall@hi.is
Marie Carlson (University of Gothenburg): marie.carlson@gu.se

The role of critical education in shifting paradigms that perpetuate violence against immigrant women in Iceland

Immigrants' legal status and ongoing discourse around violence against immigrant women in Iceland and globally emphasize the heightened vulnerability of immigrant women experiencing employment-based violence (EBV). In 2018, immigrant women in Iceland made public their experiences of institutional abuse, both in terms of infringement of their worker rights, as well as overt sexual violence in the workplace. Their stories emphasize how intersecting factors compound the violence they experience; and that institutions combined with weak legislations fail in providing adequate information regarding their legal rights, as well as in redress when their rights are violated. Recent governmental reports indicate that institutional culture in Iceland is shaped by hidden structures of white supremacy, meaning it rewards whiteness and marginalizes people and their cultures that are perceived as other. This especially for people who are arriving from outside the EU and people of colour.

Centring the immigrant women´s published narratives, this presentation identifies and problematizes institutional culture in Iceland and the role legislation plays in safeguarding immigrant women from EBV. The larger research design pivots the experiences of immigrant women in Iceland, using the framework of critical theory to ensure their key participation in the development of tools and informing policies. The discussion is framed specifically within the context of critical education, emphasising critical reflection, and securing that the voices of marginalized groups lead all efforts in bettering their own work conditions.

Paper 4

Flora Tietgen, University of Iceland (flora@hi.is),

Brynja Elisabeth Halldórsdóttir, University of Iceland (brynhall@hi.is)

Jón Ingvar Kjaran, University of Iceland (jik@hi.is)

Power dynamics and internalized oppression: Immigrant women and intimate partner violence in Iceland

At the heightof #metooin January 2018, immigrant women in Iceland shared their experiences of abuse and violencein intimate partnerships (IPV) (Júlíusson, 2018). These stories revealedunderlying factors regardingtheir experiences of institutionalized and epistemic violence, as related to the women's personal backgrounds and reactions of state institutions and service providers. There is limitedresearch on the intersection of intimate partner violence and immigrant status in Iceland, though recent data indicate that a disproportionate number of immigrant women seekhelp at the women's shelter (Kvennaathvarfið 2017). In light of this, ourpaper analyzesthe diverse patterns of violence, the underlying power structures andthe various modes of oppression throughthe immigrant women's experiences. Drawing on the women's narratives, the paper answers the following research questions: How is violence constructed within the #metoo narratives of immigrant women in Iceland?How do internalized and externalized power dynamics constitute this violence? By conducting a poststructuralist feminist discourse analysis of the 14 #metoo narratives concerning IPV of immigrant women in Iceland and using an intersectional lensour results indicate the vulnerable position immigrant women in Iceland occupy. In order to raise awareness about the challenges immigrant women face, we must make these power structures visible. Ourresults lay the groundworkfor future in-depth research on how systemic and institutional violence is reproducedwhen working with immigrant women who experienced IPV.

Session 5C: Decolonization and higher education

Paper 1

Markéta Sedláková, Masaryk University, Czech Republic (sedlakova@ped.muni.cz)

David Košatka, Masaryk University, Czech Republic (david.kosatka@mail.muni.cz)

Construction of Global Competence in Higher Education: Discourse of Internationalization, Decolonization, and Social Justice

Globalization and migration in today's modernist discoursive framework create a convoluted process that can no longer be described by national terminology and investigate by practices that have been used when nation-states have shaped how migration is perceived and discussed. Global perspective needs to be applied to cope with global issues such as migration and social imbalances of power and resources. As a part of educational discourse, global competence can offer access to different knowledge sources of the diversified world we all share.

Universities are taking an essential role in constructing knowledge and (re)producing colonial discourse, which has created forms of oppression and unequal opportunities. Internationalization of Higher Education accelerates social reality and mobility and creates opportunities for reflection on structural inequalities through global competencies education.

In the presented contribution, the authors investigate the discourse of global competencies for social justice through stakeholders' perspectives from worldwide Higher Education. Ten semi-structured interviews were used and analyzed using situation analysis (Clarke et al., 2018). The main research question was how the professionals of Higher Education construct and deliver the global competencies in their curriculum.

The results show that four essential topics based on global competencies are: the critical shift in internationalization, sustainability, decolonization of power, and pluralism in the cultural dominance. In-depth conceptualization and implementation of global competencies may support universities' role in education toward global citizenship and foster the compensation of structural inequalities caused by national territorialism.

Paper 2:

Armando Garcia Teixeira (University of Iceland), arg78@hi.is

Actualizing Representation via Postcolonial Theory: a theoretical intervention in educational practices for Native and New Icelanders

On the 1959 adaptation of Jules Verne's science fiction classic (1871), Journey to the Center of the Earth, Professor Otto Lidenbrock sets to Iceland after coming across a runic manuscript. The country is described as idyllic with staggering landscapes, weird underground mazes, grotesque petrified jungles, and full of natural dangers. The Icelander, Hans Bjelke, is a Danish-speaking eider-duck hunter hired as a guide by the team of explorers and described as a tranquil jack of all trades. At the end of the adventure, Hans returns to the mesmerizing land of ice and fire. The question that emerges is: Isn't this very 19th century portrays of the country and its people on par with Edward W. Saïd (1979) notion of orientalism or decoloniality (Guha, 1993; Mignolo, 2007; 2018) and coloniality of power (Quijano, 2000) in the Subaltern Studies? This, as it will be explored in the paper, could justify the use of the postcolonial and decolonial framework in the context of Iceland's Educational System.

The paper will address the Icelandic centric nature of the curriculum. It is argued that

through an in-classroom analysis of nuanced forms of coloniality based on the works of Kristín Loftsdóttir (e.g., et al, 2020; 2020; 2019; et al, 2017; 2016; 2014; 2012; Loftsdóttir & Pálsson, 2013), It is possible to enrich the curriculum for Native and New Icelanders alike. After a brief introduction of coloniality, a series of examples are aimed at translating these insights into educational practices. It will be asserted that this can contribute to a more inclusive, sustainable, and diverse pedagogy. Thus, fostering a renewal of the public sphere by preparing tomorrow's educators.

Paper 3:

Javier L. Arnaut (University of Greenland), jaar@uni.gl

Solenn Boubour (University of Greenland), sobou@uni.gl

The decolonization of higher education in Greenland: Towards Inuit revitalization or Danish assimilation?

Despite various attempts to transform the educational system over the last decades, the process of decolonizing education in Greenland is still in progress. A Eurocentric knowledge system particularlya Danocentric system, continues to shape the organizational structure, educational contents, and knowledge production in Greenland. Efforts to promote indigenous and traditional knowledge in the educational system have clashed with the institutional transplantation of the Danish educational system. This paper examines the historical features and current struggles within the process of decolonization of Greenland with an emphasis on higher education. The analysis draws on theexperiences of university students, employees, and members of the local civil society in Greenland. It is argued that the struggles to decolonize the system of higher education and restore and revitalize local indigenous knowledge are closely related to the persistence of the features of internal colonialism that perpetuate an informal system of Danish privilege. Consequently, the Eurocentric knowledge system remains in place and is commonly disguised and/or justified with shortages of local high-skilled labor and institutional undercapacity. We reflect on these structural issues pointingout some of the pathways for further inclusion of local Greenlanders in academia and the promotion of indigenous knowledge systems.

Paper 4:

Rosa M. Rodríguez-Izquierdo (University Pablo de Olavide), rmrodizq@upo.es

Decoloniality and democratic change in higher education in Spain: Tensions, opportunities and challenges

The decolonization of HE in Spain is closely linked to questions of knowledge production but also to the engagement of stakeholders in the process of teaching and community-based research. In this paper, I argue that participation of the wider community can lead to more relevant teaching and just research approaches, especially when rooted in "civic university". In this sense, Spanish universities are currently in the process of implementing practices and policies related to the attention to diversity as part of its social responsibility. Drawing on a project on diversity and inclusive education at university (EDU2017-2862-R), this paper offers critical insights and analysis into the role for HE from the perception of stakeholders about the links between social projection of universities and the social role they should play as a promoter of equity and epistemic justice for the advancement of democratic societies. The paper argues for multiple layers of policy and institutionalization of an inclusive paradigm within HE to enact the practice of "inclusive excellence", that combines excellence and quality, and which, furthermore, are inseparable elements in Goal 4 of the United Nations 2030 Agenda for Sustainable Development: "Guarantee inclusive, equitable and quality education, and promote learning opportunities throughout life for all "(UN, 2015).

Session 5D: Neoliberalism and university management

Paper 1:

Guðmundur Oddsson (University of Akureyri), goddsson@unak.is

New Public Management and the McDonaldization of Icelandic universities

Public universities in Iceland have been increasingly marketized in years due in no small part to New Public Management, which aims to increase the efficiency of public institutions by implementing management practices from the private sector and the ideology of neoliberalism. In this paper, I analyze the effects of New Public Management on teaching, learning, and research at Icelandic universities on the basis of published research and secondary data. In my analysis, I draw on George Ritzer's theory of McDonaldization, defined as "the process by which the principles of the fast-food restaurant are coming to dominate more and more sectors of American society as well as the rest of the world". My main conclusions are that New Public Management practices have increased the McDonaldization of Icelandic universities and that the increased emphasis on efficiency, calculability, predictability, and control have had various irrational consequences for students, teachers and society as a whole. Other factors such as the fallout from the Great Recession, rising rental rates, an outdated student loan system, students' increased tendency to juggle their studies with paid work, and the digital revolution have exacerbated McDonaldization.

Paper 2:

Karin Cattell-Holden (Stellenbosch University), kcattell@sun.ac.za

Can excellence pivot? Rethinking teaching excellence awards for the public good in the global South

The extensive literature on excellence in higher education describes it as a multifaceted concept with contested and shifting meanings. Despite the original conceptualisation of higher education as a benefit to society, excellence and teaching excellence have acquired interpretations of individualism, performativity and competition in the present neoliberal approach to higher education in the global South. Teaching excellence awards highlight these interpretations, relegating values linked to social justice – equality, equity, social responsibility, etc. – to a position of secondary importance. Teaching excellence awards therefore contribute to the neoliberal prioritising of the individual (private) good at higher education institutions rather than the social (public) good.

This paper will address the individualist focus of the teaching excellence awards at a prominent South African university and propose a re-contextualised approach in response to the call for social justice in South Africa. I will argue that conceptualising excellent teaching in post-colonial South Africa should be linked to excellent learning and should emphasise the ideological and unequal contexts in which teaching and learning take place. Excellent teaching / learning should include a twofold collaboration between 1) academics and students to advance the relationship between teaching, learning and society, and 2) university management, academics and society regarding the social responsibility to deliver graduates who can function effectively in a democratic society. Shifting the individualist focus of excellent teaching to collaboration would not only enhance the value of the teaching excellence awards but also contribute to reclaiming teaching at the university as a public good.

Paper 3:

Marion Oveson (University of Sheffield), m.a.oveson@sheffield.ac.uk

Care in the academy? The experiences of academics 'doing impact' in the neoliberal academy

For some, being an engaged academic means you are simultaneously exhausted, excited, under-funded, under-supported, emotionally connected to your project and the people in it, and at times exploited by your institution.

There is an established body of HE literature on different ideal models of universities (Boyer 1996; Harkavy 2006) and the current context and impacts of neoliberalisation on the academy (Giroux 2002; Fisher 2009; Hil 2016). There is also significant research on

community-university partnerships (CUPs) and their practices, drivers and outcomes (Hart et al. 2013; Beaulieu et al. 2018). However, the role and concepts of care and emotional labour are largely absent from both sets of literatures. There is, however, a growing body feminist literature interrogating the impacts of the current HE context on academics from an Ethic of Care lens (Tronto 1993; Puawai Collective 2019; Evans 2016). However, here too there is a gap in terms of the literature not focussing on the role that care and emotion play in CUPs and how they are experienced.

My research is both located in and framed by this intersection of the three literatures and combines an ethnographic approach with traditional methods including interviews. The findings from my two UK case study sites suggests that engaged academics are being disproportionately negatively impacted by neoliberal principles and practices, in part due to how time and care are conceptualised in the academy. I will reflect on the experiences of these academics whose important work addresses societal challenges through long-term engagement in and with their local communities.

Paper 4:

Stefan B. Sigurðsson (University of Akureyri), stefsig@unak.is

Administration dilemma – vulnerability against accusations

Administrator of organizations that answer to government agencies must follow certain laws and regulations that are specific for them. Nevertheless, it is not uncommon that they are openly criticized for their actions and accused of malpractice.

It is relatively easy to plant seeds of doubt about such matters among the public and the accuser is relatively free to declare whatsoever he wants, he is only expressing his views and usually does not need to substantiate them, the power lies in the accusations themselves.

The administrator has then partially taken on the role of a defendant as he is required to provide a clear and strong justification for the accusations raised against him.

This can be difficult as the administrator is bound by a duty of confidentiality regarding the affairs of individual parties involved in the case. He maybe unable to use the substantive arguments necessary to prove the legitimacy of the proceedings. This restriction usually leads to the conclusion that the accused administrator is defeated, especially with regard to public opinion.

There are numerous examples of such cases, especially regarding the recruitment process, where one of the applicants considers himself to be more qualified than the person who was hired. Such cases are often sent by the applicant to the ombudsman of Althingi, and if the result is in his favor, he is authorized to publish that result. If the result is to the detriment of his accusations, he can keep it secret, deny it to be published and even continue the accusations.

Friday, March 26, 2021
15.30 – 17.30 GMT

Session 6A: Identities and inclusion

Paper 1:

Jordi Pàmies (Universitat Autònoma de Barcelona), Jordi.pamies@uab.cat

Silvia Carrasco (Universitat Autònoma de Barcelona), laia.narciso@uab.cat

Angelina Sánchez (Universitat Autònoma de Barcelona), angelina.sanchez@uab.cat,

Laia Narciso (Universitat Autònoma de Barcelona), laia.narciso@uab.cat

Exploring the limits and possibilities of building pluricultural identities in Catalonia after 25 years of immigration and reunification processes

Questions arround the possibility to build collective pluricultural identities in Catalonia and to which extent public policies may enhance or hamper them have been the focus of a project carried out by EMIGRA in collaboration with professionals in the field of immigrant integration in diverse areas within the region since the dramatic events of August 2017. Drawing on previous research results and conducting new data collection through interviews and focus groups in eight urban and rural areas to complement them, the project aims to provide with more accurate data to gain deeper insights into the tensions and perceptions of young people with an immigrant background, as well as and civil society organisations operating in migrant communities, and local technical staff from several levels of the administration, regarding the dynamics of redistribution and recognition (Fraser, 1996) and the polítics of belonging (Yuva-Davis, 2006). A special attention has been paid to areas of perceived and actual socioeconomic, political and symbolic discrimination and the messages of non-belonging they produce, but also to successful strategies and experiences in Catalonia. Central to the analysis is the interrelation between intercultural discourses and discrimination experiences through policies and perceptions of policies in practice. The project team is currently analysing the data collected and the main results and recommendations will be presented in the workshop.

Paper 2:

Francesca Odella (University of Trento), francesca.odella@unitn.it

Sharing the path. Socializing and learning in a three years inclusion project for migrants.

The paper describes a public funded project aimed at the integration of migrants in the local community of Trento, a medium sized city in North Italy. The project, realized by a consortium of civic associations and supported by local institutions (including Trento University), involved training courses for developing new job opportunities, and socializing events to raise public awareness about different experiences of migration (long term residents, refugees). Generally, training and inclusion projects aimed at migrants are evaluated in terms of outcomes for the domestic labour market (employment rates, educational credentials). These results, however, may need to be integrated with an evaluation of social participation of migrants in the community and interpreted in long term perspective as openings for social change. Accordingly, the project included shared activities to encourage variety of participants (Italians, old and new type of migrants) and cooperation across cultural differences. In order to support and monitor these activities, a team of volunteers' researchers designed and carried on a mixed methods research (interviews, social network survey, questionnaires) that implemented the project's unique viewpoint. After three years, in December 2020 the project came to end and results are now available for evaluating both the objective outcomes (courses attendance, educational credits and job search) and the subjective outcomes for the participants (expectations, satisfaction and socializing patterns during the project). Starting with a description of the research process, the paper will thus discuss its main results and its challenges (before and during the covid emergency), and explore its cultural and political implications.

Paper 3:

Angeliki Voskou (University of Birmingham), angela.voskou.84@hotmail.com

Re-developing Greek immigrant students' identities in England in a changing era and the role of Higher Education

This paper aims to explore how social and ethnic histories are communicated in the space of Greek supplementary schools in England and how immigrant students' identities are developed as a result of their social positioning as symbolic members of the Greek diaspora, the Greek supplementary schooling and a wider nation state, fostering the preservation of ethnic identity. The examination of these themes is even more significant today, due to the intergenerational and structural change of the Greek community in the UK, as a result of the increase of migration waves from Greece and Cyprus to the UK after the financial crisis.

Following a mixed-methods methodology, the paper draws on discourses, teaching observations and documentary-historical research to discuss teachers' role as 'cultural and identity mediators' and students' expositions of their identities in schooling, history learning, the space of the Greek community, as well as a pluralistic society. The paper subsequently discusses recent research and reports on Greek immigrant students and their participation in Higher Education and the responses of Higher Education in migration and social change. Finally, drawing on postmodern theories on identity development, the paper addresses the need of a reform of history curricula and pedagogy in Greek Supplementary schools, in order become more inclusive, prepare the students for their transition in Higher Education and consider students as social actors able to reflect on their position within a changing community and society.

Paper 4:

Maryam Ekhtiari, (Koç University, Istanbul), mekhtiari20@ku.edu.tr

Mehmet Fatih Aysan (Marmara University, Istanbul)

Socio-economic Integration of Iranian Migrants in Contemporary Turkey

This study aims to study the migration experience of Iranian immigrants and asylum seekers living in Turkey by exploring their social, economic, andcultural integration along with the barriers they face in integratinginto the host society. Recent difficulties in migrating toNorth America and Europe and new opportunities in the neighboring country made Turkey a new destination country for many Iranians.This study utilizes a qualitative approach by conducting semi-structured interviews with 41 Iranians living in various cities of Turkey. The findingsreveal thatdespite Turkey's geographical and cultural proximity, Iranians face serious challenges and barriers in integrating into Turkish society. These challenges range from obstacles in involving in the labor market to access to health services. We provide policy implications to decision-makers in immigration services to develop strategies for reducing the barriers in the social integration of Iranian immigrants.

Session 6B: Universities and democracy: Critical issues and perspectives

Paper 1:

Sigurður Kristinsson, University of Akureyri, sigkr@unak.is

How can universities serve democracy?

Universities are sometimes claimed to be part of the necessary infrastructure of any democratic society. To assess the validity of this claim, we must first clarify what it means for something to be a university. Universities come in a variety of shapes and sizes, differing in their aims, history, role and self-conception. It is therefore not obvious how to best to characterize the concept of a university; or specify what makes an institution a university rather than some other kind of institution. Second, we must consider which aspects of the operation of universities are apt to serve or strengthen democracy. Are these aspects central or peripheral to the concept of a university? Third, to what extent do universities contribute to democracy as a result of their deliberate aims and efforts, and to what extent is their contribution merely an unintended by-product of their activities? The paper addresses these questions through philosophical analysis with reference to historical and contemporary normative conceptions of the university, as well as different normative conceptions of democracy. The resulting analysis suggests that while it may be expected that any institution falling under the concept of a university will exert some positive influence on democracy, more of the potential contribution lies in activities that are either peripheral to the concept or aim-dependent. Therefore, if democratic society is to benefit fully from the operation of universities, this intended benefit must be deliberately sought when decisions are made about universities' strategic aims, structure, organization, and activities.

Paper 2

Jóhann Helgi Heiðdal, University of Iceland, jhh@unak.is

The Undermining of Democracy through Marketization

Marketization, in various guises, has been a prominent force in recent decades. This phenomenon has been understood in a variety of different ways by different scholars from different academic disciplines. One approach has been to understand marketization as only one facet of a much larger and more multifaceted phenomenon known as neoliberalism. A central aspect of neoliberalism, according to a certain understanding, is that it constantly seeks to enlarge itself in a sense, "marketizing" different spheres of society hitherto untouched by market logic. This marketization has had wide-ranging consequences

on different sectors of society, especially higher education and universities. I will explore the marketization of universities, especially when it comes to universities' democratic role, and argue that neoliberalism is in its essence undemocratic, and necessarily undermines democratic values and ideals.

Paper 3

Elspeth Mitchell (University of Leeds) e.r.mitchell@leeds.ac.uk

Lenka Vráblíková (University of South Africa, UNISA) vrabll@unisa.ac.za

Out of Office: Mychorrizal Encounters and feminist paths through/beyond the University

This collaborative contribution engages mycorrhizal encounters – a symbiotic association between fungus and plant – as a feminist creative practice for traversing pathways through, against and beyond neoliberal university institutions. We follow a path taken during a series of feminist reading & mushroom hunting walks first initiated during a workers' strike to defend Statute protections for staff at the University of Leeds (UK). Attended by union members, students, their friends and families, the walks involved wandering around nearby woodland, foraging for mushrooms, and reading aloud together texts that made us reflect on what life, work, leisure, creation and invention are and could be. Going 'out of office' in the context of a strike provided space and time to collectively reflect on the forms and conditions of labour in which we and our co-readers and co-foragers engage.

Though this small example of our feminist collective practice, we suggest that encounters with mycorrhiza allow for critical re-consideration of individual and collective relationships to institutions, work and collectivity and highlight the ambivalence of mushrooms in the European cultural imaginary through their deployment imaging nation and migration. Following Sara Ahmed's (2020) writing on the practice and discourses that define the university (such as career progression or citation) as walking on the path, and the notion 'learning to unlearn' from Madina Tlostanova and Walter Mignolo (2012), we envision a feminist un/learning striving to imagine and try out forms of creative and political work and knowledge sharing that follow patterns different from those currently prescribed in academic culture.

Session 6C: Teaching towards social change – transnational perspectives on inequalities in the classroom and liberating teaching practices

Panellists:

Vishruti Shastri and Naomi Samake (University of Basel)

Claudia Wilopo (University of Basel)

Colette Cann (University of San Fransisco)

Eric De Meulenaere (Clark University,)

Dina Bolokan (University of Basel), bolokan@protonmail.com

Teaching towards social change – transnational perspectives on inequalities in the classroom and liberating teaching practices

"And so we continue to do this work across the fictive boundaries of the academy, constantly wrestling with its costs, and knowing that the intellectual, spiritual, and psychic stakes are high, but believing that it is imperative to engage in the struggles over the production of liberatory knowledges and subjectivities in the belly of the imperial beast." (Alexander and Mohanty 2010, 42)What does it mean to create classrooms for social justice within the belly of the neoliberal beast? Following to recent publications of the panelist (Cann and DeMeulenaere 2020; Seeck and Theißl 2020) we would like to engage into a transnational and interdisciplinary exchange on liberating teaching practices within academia and beyond. Based on personal experiences we firstly exchange on the institutional challenges in the US and in Germany that reproduce social inequalities. How does classrooms exactly support the values of the dominant societies? What constitutes the masters tools (Lord 1984) within these settings? Drawing on the panelists endeavors we secondly, exchange experiences and strategies on liberatory knowledge production that aims to create anti-oppressive classroom settings. Through engaging into translocal perspectives with the panelists and the audience allow to shed light into very local politics of intersectional exclusion within universities, while gaining insights into diverse realities and liberating pedagogies.

Schedule overview

Thursday, Sessions 1 (10.00-12.00 GMT)			
1A Migrants in higher education	**1B** Immigrants' educational needs: responses of the educational system	**1C** Equity, citizenship, and intercultural understanding: Critical issues and perspectives	**1D** Universities and deliberation: Theory and practice
Thursday, Sessions 2 (13.00-15.00 GMT)			
2A Learning languages in smaller language communities	**2B** Perspectives on younger migrants	**2C** The democratic role of universities	**2D** Equality and access to higher education
Thursday, Sessions 3 (15.15-17.15 GMT)			
3A Aspects of immigrants' involvement in local communities	**3B** Social Justice and Inclusive Educational Practices	**3C** Fostering democratic citizenship through curriculum and practice in higher education	**3D** Navigating the academia: The past and the present

Friday, Sessions 4 (10.45-12.15 GMT)			
4A Migration and education: policies and strategies	**4B** Receiving country perspectives on migration	**4C** Encounters and involvement across digital and rural spaces	**4D** Internationalisation in higher education and educational practices
Friday, Sessions 5 (13.15-15.15 GMT)			
5A Institutional support and services for immigrants	**5B** Gender aspects of migration to Iceland	**5C** Decolonization and Higher Education	**5D** Neoliberalism and University Management
Friday, Sessions 6 (15.30-17.30 GMT)			
6A Identities and inclusion	**6B** Universities and democracy: Critical issues and perspectives	**6C** Panel: Teaching towards social change – transnational perspectives on inequalities in the classroom and liberating teaching practices	