

ISOTIS

INCLUSIVE EDUCATION AND SOCIAL SUPPORT
TO TACKLE INEQUALITIES IN SOCIETY

An introduction to the ISOTIS-project

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THIS PROJECT HAS RECEIVED FUNDING FROM
THE EUROPEAN UNION'S HORIZON 2020
RESEARCH AND INNOVATION PROGRAMME
UNDER GRANT AGREEMENT NO. 727069



ISOTIS

- Inclusive Education and **S**ocial Support to **T**ackle **I**nequalities in **S**ociety.
- ISOTIS comes from the Greek word ἰσότης (say in English “eesótis”), which means equality, evenness, fairness,
- January 2017 – December 2019
- Funded by the Horizon2020 framework of the European Union



Collaborative project: 17 partners in 11 countries

- Utrecht University, Netherlands
(Coordinator: Paul Leseman)
- University of Oxford, United Kingdom
- University College of Southeast Norway,
Norway
- University of Amsterdam,
The Netherlands
- Trinity College Dublin, Ireland
- Free University Berlin, Germany
- University of Milano-Bicocca, Italy
- University of Coimbra, Portugal
- University of Porto, Portugal
- University Institute of Lisbon, Portugal
- Hellenic Open University, Greece
- University of Warsaw, Poland
- University of Oslo, Norway
- Institute of Research and Information
on Volunteering, France
- International Step by Step Association,
The Netherlands
- Wise & Munro, The Netherlands
- Masaryk University, the Czech Republic

Mission and approach ISOTIS

- Social mission and overarching commitment: helping to increase the **inclusiveness and equality** of current European societies.
- Positive focus on **strengths and potentials** of disadvantaged groups, giving voice to them, adapting education and support services to build on strengths.
- Improving the **contribution of (early) education systems and support services** to the main goal of inclusiveness and equity.



WP1 will use longitudinal data from Norway (BoNDS, MoBa) the Netherlands, Germany, Italy and the UK to assess the roots and development of skill gaps.

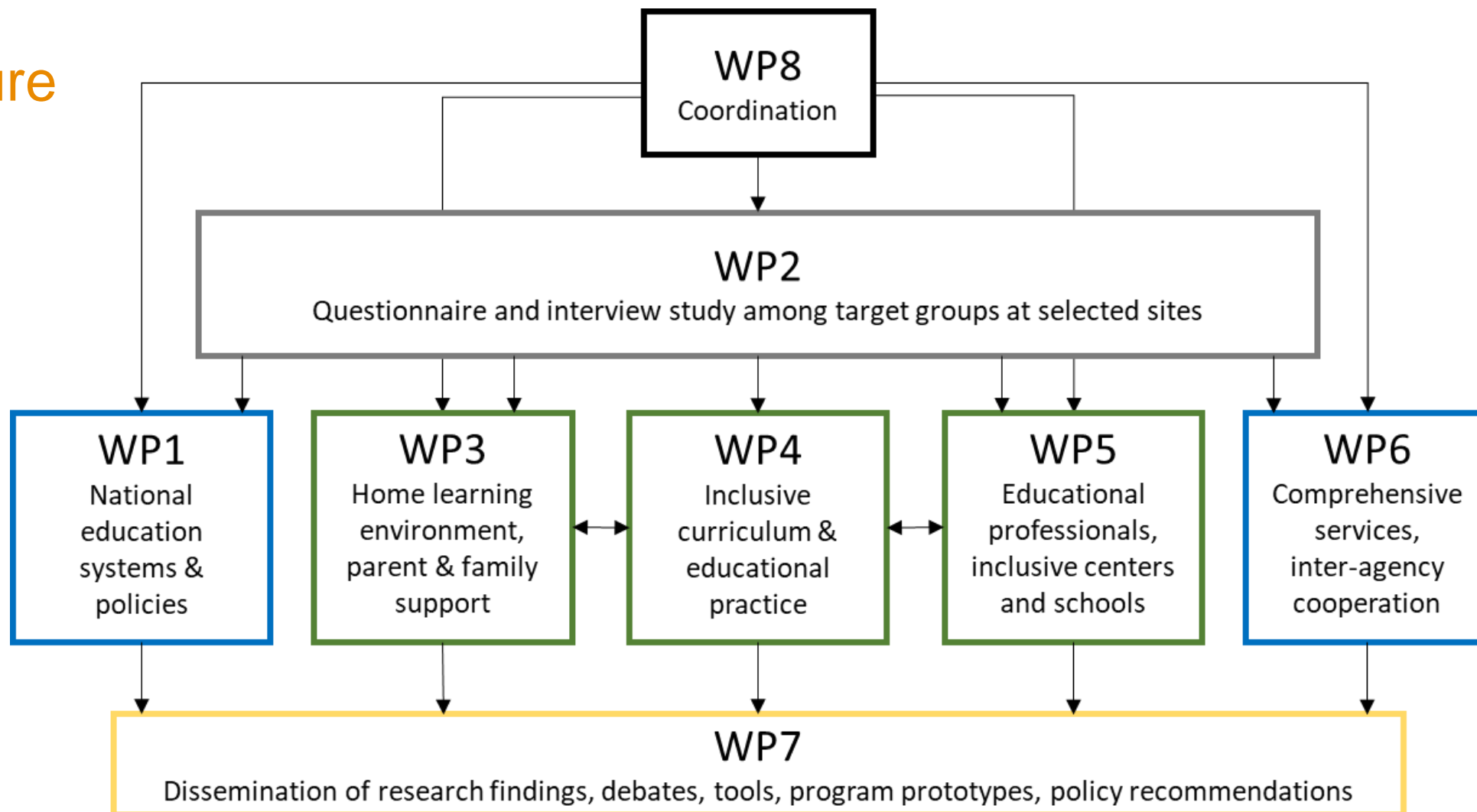
Objectives (1)

- To determine the **patterns of inequality as related to (changes in) educational institutions and policies** across Europe (WP1).
- To examine the **resources, experiences and perspectives of significant disadvantaged groups** as related to the (early) education system and local support services (WP2).
- To collect research evidence on **best practice in supporting families in disadvantaged groups** to provide informal education and nurturing homes (WP3).
- To collect research evidence on **best practice in curriculum and pedagogy in (early) education** to enhance effectiveness and inclusiveness of these provisions (WP4).

Objectives (2)

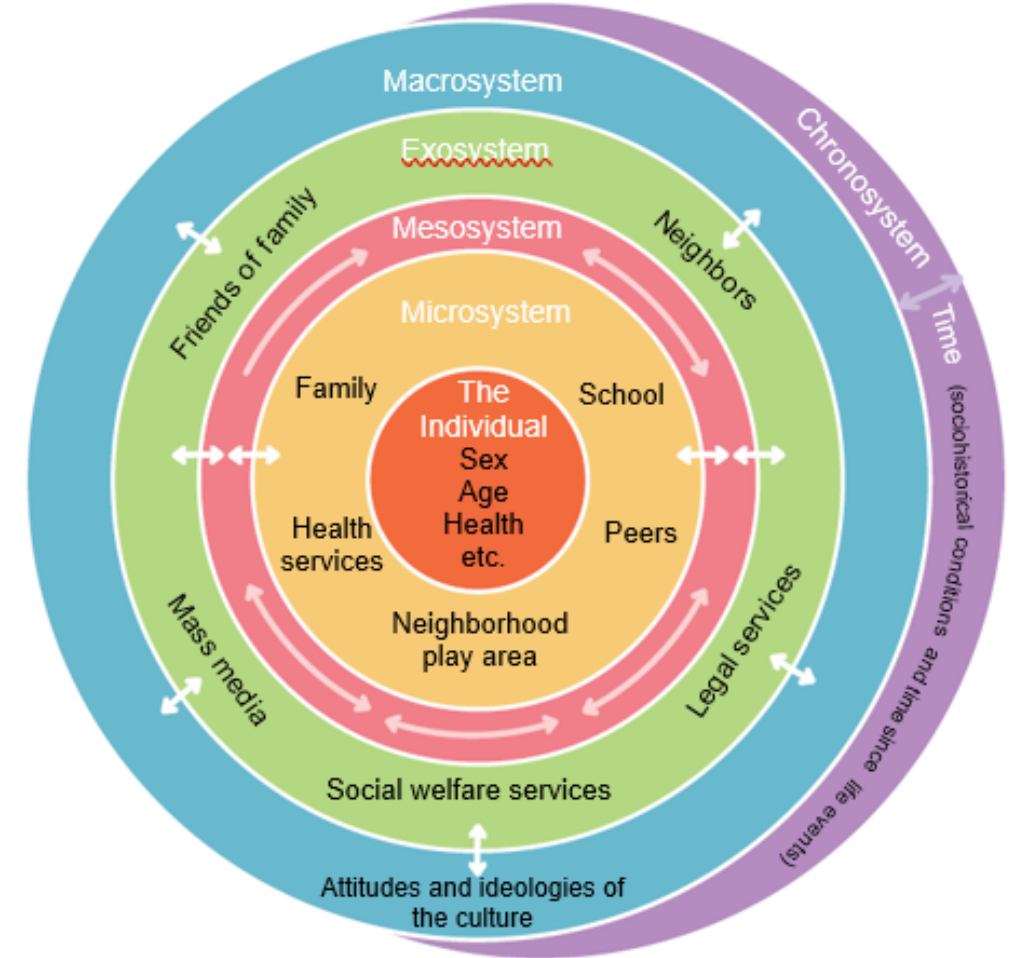
- To collect research evidence on **innovative practice in professional development** in (early) education to increase quality, effectiveness and inclusiveness of practice (WP5).
- To collect research evidence on **best practice regarding inter-agency coordination and local governance** of support services to disadvantaged communities (WP6).
- To **disseminate research findings to stakeholders**, to initiate debates and to involve stakeholders in developing the final policy recommendations (WP7).
- To develop a set of concrete **recommendations and innovative (ICT-based) models** for family support, curriculum, professionalization, and governance (WP3-5).

Structure



Bio-ecological model

- Micro-level actions & interactions drive development and learning.
 - Process = Person x Context x Time.
 - Quantity, quality and content
- Embedded in and co-determined by wider meso-, exo- and macro-systems.
 - Family, classroom, neighborhood, peer-group, extra-curricular activities, services.
- Time, transitions and change



Bronfenbrenner's bio-ecological model of personal development
[adapted from Santrock, 2007¹]

¹Santrock, J. W. (2007). Child Development (11 ed.). New York: McGraw-Hill.

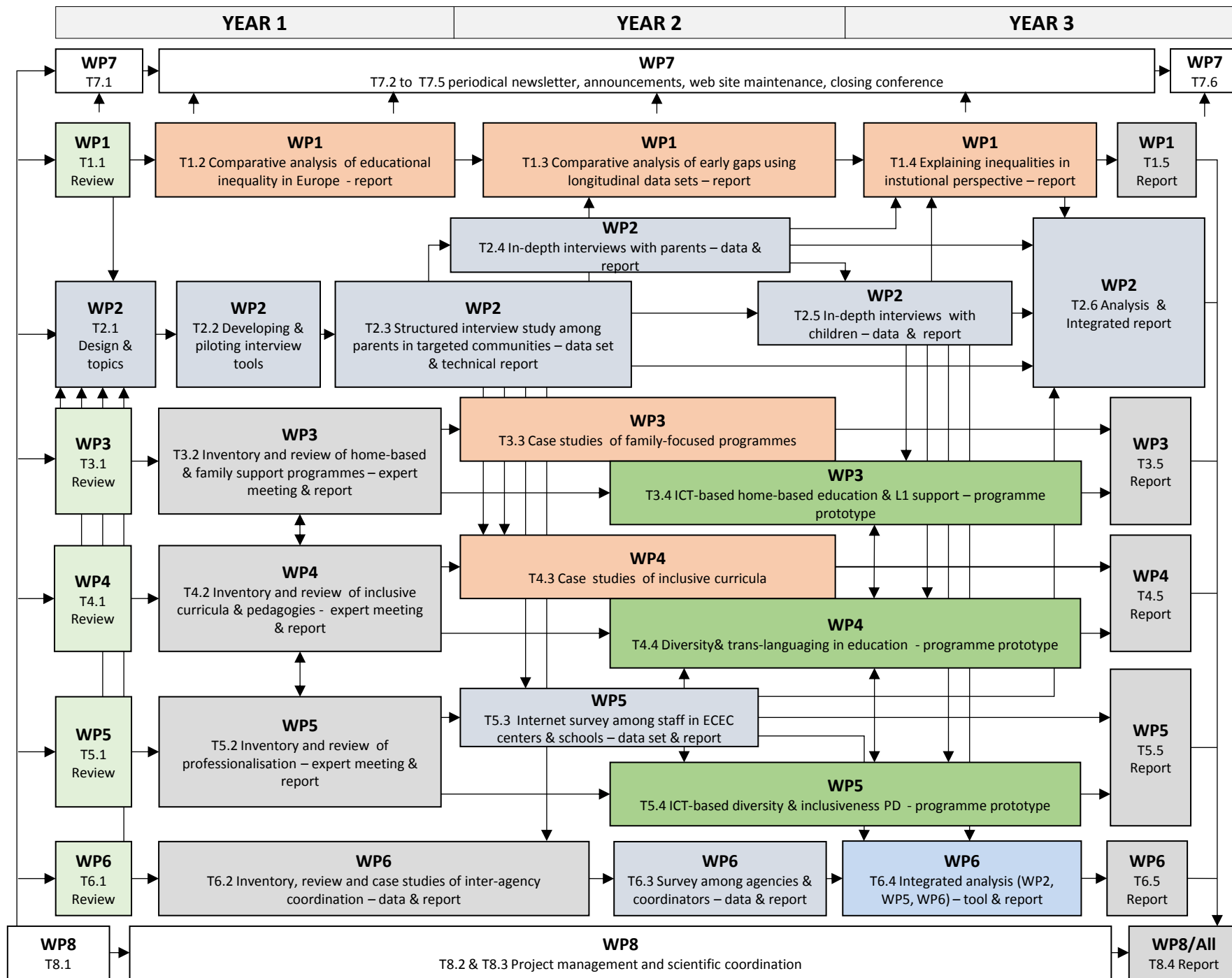


Types of research and methods

- **Systematic reviews** of intervention programs, curricula, approaches to PD and parent support services (WP3, WP4, WP5, WP6).
- **Secondary data-analyses** (WP1: panel data, intergenerational data, longitudinal cohort studies).
- **Quantitative large scale surveys** (WP2: parents; WP5: professionals; WP6: service providers & policy makers).
- **In-depth qualitative interviews** with parent and children (WP2)
- **In-depth case-studies of good practices** – documents, observations, interviews (WP3, WP4, WP5, WP6)
- **Design-based research & formative evaluation** of virtual learning environments (WP3-5)

Core strategy...

- **Comparative multi-system, multi-actor design** with a focus on transitions and educational decisions.
- We compare:
 - Parents with a Turkish, Maghrebian, Romani and Native low SES background
 - Children, parents, professionals, coördinators, and policy makers.
 - Younger children (3-6 yrs), older children (10-12 yrs).
 - Ten countries (with different educational and service systems and policies), two localities per country (differing in local service systems and policies).
- We have the *ambition* to combine data in multi-level models (WP2, WP5, WP6).





Potential impacts

- Contribution to a more careful, informed and constructive public discourse and policy-making related to the issues of integration, inclusiveness and equity.
- Innovation regarding family support, educational partnerships between the family and (pre)school, and curriculum for increasing equity and integration.
- Further development of (digital) approaches to support intercultural (and multilingual) education.
- Recommendations and tools for policy-development for education and service provision.

