



Pioneering policies and practices tackling educational inequalities in Europe

## Deliverable No. 6.5

Evidence-based co-authored and open-access report of most promising pioneering policies and practices

Call:	H2020-SC6-Transformations-2020
Topic:	TRANSFORMATIONS-22-2020: Enhancing access and uptake of education to reverse inequalities
Funding Scheme:	Research & Innovation Action (RIA)
Grant Agreement no.:	101004392
Project Title:	Pioneering policies and practices tackling educational inequalities in Europe
Contractual Submission Date:	31/12/2023
Actual Submission Date:	18/12/2023
Responsible partner:	Norway





### Area focused measures in Loddefjord and Olsvik [18]

<b>Country</b>	Norway
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<b>Name of the policy / practice</b>	Area focused measures in Loddefjord and Olsvik (Områdesatsing i Loddefjord og Olsvik) [18]
<b>Short description and the main characteristics of the policy / practice</b>	Area focused measures are top-down programmes to tackle educational (and social) inequality. The programmes focus on specific areas that have socio-economic, socio-cultural, and health challenges. Officials from the municipality oversee the implementation of the programmes, which encompasses both formal, non-formal, and informal education. In addition to improving schools and the local environment (such as social meeting places and leisure time activities) in the chosen area, infrastructure is to be developed. New to the current area focus measures in Loddefjord and Olsvik is the implementation of innovative pedagogical methods aimed at helping children who struggle in primary and secondary schools.
<b>Target group of the policy / practice:</b>	There is a high rate of mental health challenges, school ‘drop-outs’, as well as low socio-economic status compared to other city areas. The community is characterised by several low-rise and high-rise apartment buildings in a small geographical area and thus there is a high population density, which is a contributing cause of the problems in the area, according to some informants. In addition to a high level of young people ‘dropping out’ of school, an increasing number of youths are involved in gangs, violence, as well as use and sale of drugs. The target groups are all children and youth in primary and secondary schools in the area who are disadvantaged, and the aim is to lower ‘drop-out’ rates.
<b>Educational stage or transition phase</b>	Primary and secondary school
<b>Level of implementation</b>	Meso
<b>MILC dimensions</b>	<p><b>Multilevel:</b></p> <ul style="list-style-type: none"> <li>• Micro-level: Pupils who lack resources from home do not have the experiences or language necessary to connect what they learn in school to everyday life. Schooling becomes abstract and uninteresting for them. “Exploratory learning” has been implemented as a teaching method to engage pupils that lack resources and cultural capital from home. The aim is to help those who lack experience and the proper “school” language from home at the beginning of their educational trajectories. (To mind: definition/description of target group based on stakeholder FG and interview as well as program description).</li> <li>• Meso-level: Primary schools and a secondary school in the area are included in the program. The program is</li> </ul>

	<p>implemented by the municipality. In addition to formal education, leisure time activities and infrastructure will be developed. In this regard, several City Departments as well as other public organisations and local environment groups (<i>Nærmiljøgrupper</i>) cooperate in the programme contribute to program realisation.</p> <ul style="list-style-type: none"> <li>• Macro-level: The area focused measures are partly funded by the State (and at the meso level by the municipality).</li> </ul> <p><b>Intersectionalities:</b> Complex and intertwined overarching social challenges are not properly tackled by the area focused measures. Some of these complexities are: rifts between the established vs. newcomers/movers and between the young vs. the old inhabitants of the area, rifts based on cultural/ethnic differences in the population, class differences and associated economic inequalities between those who live in the area/city district (here often with reference to economic and cultural forms of strategic dominance/distinction and boundary making), rifts between those with high and those with low social capital which effect the possibility of resistance, mobilisation, negotiation, and engagement, and top-down praxis of the municipality/city administration vs. grassroots initiatives.</p> <p><b>Life course perspective:</b> The pedagogical aspects of the programmes are limited to primary and secondary school. However, formal and non-formal education plays a central part. From a life course perspective, it is acknowledged that learning is cumulative and that early efforts should be made to help those who struggle for fostering smooth transition. As such, one of the main aims of the programme is to reduce ‘drop-out’ rates in upper-secondary school amongst the population in the area.</p>		
<b>Key dimensions of the identification procedure</b>			
<b>CONDITIONS : Foundational premise level</b>	<i>Comprehensive</i>	The programme has a holistic approach focusing on formal and non-formal education as well as infrastructure development in the area.	Medium
	<i>Coherent</i>	Top-down programme with influence on the formal education system. Attempts are made to bridge the formal education system with non-formal education and involve the local community. However, our data shows challenges when trying to involve the local community – especially with regards to those who need it most.	Medium

	<i>Continuous</i>	Having a holistic approach and a programme that lasts seven years (2019-2026), the programme aims to foster continuity in education for struggling pupils and prevent them from ‘dropping out’ at a later stage. However, proper evaluations of the programme have not yet been conducted. Some informants worry what will happen when the programme concludes in 2026, and that the standard of living surveys will not show substantial improvement the next 10-20 years.	Medium
<b>ELEMENTS: Structural level</b>	<i>Contextual</i>	Being specific to a certain area, the programme plan is developed with the specific context in mind. The pedagogical initiatives in schools are developed by resource persons (who are also teachers) who are employed by the municipality for the programme. The resource persons meet regularly and share experiences. As such, the pedagogical initiatives are constantly being improved to adapt to the needs of the struggling pupils. A contextual challenge is that many adults who struggle with substances occupy many nature trails in the area – which is not addressed in the programme. In this regard, a pedagogical initiative called “placed-based learning” (which is, for example, learning about nature by actually going outdoors rather than classroom teaching) is difficult to accomplish locally.	Medium-High
	<i>Relational</i>	The programme is characterised by a high level of bridging. It is overseen and funded by the municipality (The City department of Labour, Socialisation and Living) in cooperation with the state (The Ministry of Local Government and Regional Development). By aiming to improve both the local environment, education, and infrastructure – school leaders and teachers, members of the community, as well as organisations like youth clubs and sports are also included in a cooperative strategy to improve the area. The City Department of Kindergarten, School and Sports is involved with both the development of the local environment and education. Its subdivision, the Agency of Education, cooperate with school leaders and oversee the formal education aspects of the programme, such as the implementation of pedagogical methods by resource persons. The City Department of Climate, Environment and City Development and its sub-division, The Agency of Building and Property, are also involved in the development the local environment and as well as infrastructure. In addition to the different branches of the municipality, other public	High

		organisations as well as local environment groups ( <i>Nærmiljøgrupper</i> ) cooperate in the programme.	
<b>TOOLS: Action level</b>	<i>Autonomous</i>	Being a top-down initiative, the autonomy of educational professionals is somewhat limited, as they must follow programme protocols and directions from the municipality. However, resource persons employed in the programme (who are also teachers) develop pedagogical initiatives with reasonable autonomy. For example, one resource person, being a chilli enthusiast, has introduced chilli plant growing as part of the programmes' "project-based learning", where pupils learn several different subjects (e.g., math, Norwegian, science) as part of the process.	Low
	<i>Reflexive</i>	The resource persons working in the various schools develop the pedagogical initiatives as they see what works. They meet regularly amongst themselves and with other teachers and school leaders to further develop the best methods. As such, there is a degree of reflexivity regarding the pedagogical initiatives.	High
<b>Evidence backing the policy / practice:</b>	<p>There are ongoing evaluations of the programme that has not been yet published. However, it is stated in the programme plan that earlier area focused measures other places did not improve educational outcomes to a sufficient extent. → <a href="https://www.bergen.kommune.no/politikere-utvalg/api/fil/bk360/3745919/Programbeskrivelse-omradesatsing-i-Loddefjord-og-Olsvik-2019-2026">https://www.bergen.kommune.no/politikere-utvalg/api/fil/bk360/3745919/Programbeskrivelse-omradesatsing-i-Loddefjord-og-Olsvik-2019-2026</a></p> <p>However, these earlier programmes did not have pedagogical initiatives as part of the program, and only improved the infrastructure of and around schools. As such, the pedagogical initiatives were implemented as part of the Loddefjord and Olsvik programme to specifically improve learning outcomes.</p> <p>In 2018, before the program was implemented, a mapping of problems in the area was conducted to establish which aspects were most important to focus on in the area focused measures: <a href="https://www.bergen.kommune.no/hvaskjer/tema/omradesatsing/dokumentasjon/rapporter/innbyggerundersokelse-i-loddefjord-2018#/">https://www.bergen.kommune.no/hvaskjer/tema/omradesatsing/dokumentasjon/rapporter/innbyggerundersokelse-i-loddefjord-2018#/</a></p>		
<b>Brief concluding analysis of policy / practice in the context:</b>	<p>An essential aspect of the practice is its holistic considerations of formal education, non-formal education as well as infrastructure development. Regarding formal education, "exploratory learning" is highlighted as an alternative to regular classroom teaching that is being implemented by resource persons. Some examples of "exploratory learning" are "place-based" and "project-based" learning. The aim of these pedagogical methods is to help children develop the experiences and language they are lacking from home to connect schooling to everyday life.</p>		

	As such, more resources are used on those who lack such skills and are early on thought to fall behind throughout their educational trajectories.
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