



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

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Trygghet, Ansvar, Mestring (TAM) [33]

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| <b>Country</b>   | Norway   |
| <b>Authors of the table</b>  | Jobst, S., Tokheim, I., Dyngeland, E. S., Kråkenes, M. S.  |
| <b>Name of the policy / practice</b>   | Safety, Responsibility, Sense of Mastery (Trygghet, Ansvar, Mestring – TAM) [33]   |
| <b>Short description and the main characteristics of the policy / practice</b> | Alternative educational program for primary and secondary school pupils struggling to follow the ordinary curriculum. They spend one day a week away from school, where they perform outdoor activities, e.g. boating, fishing and beach clean-ups. The goal of the practice is to enable pupils to master the ordinary educational system.  |
| <b>Target group of the policy / practice:</b>                                  | Currently, the program has three instructors, each with a capacity of 3–4 pupils per group, permitting 9–12 pupils per day. However, a significant number of the pupils need individual supervision, resulting in the program reaching about 30 pupils per week. In addition, there is a school coordinator and occasional substitute instructors.   |
| <b>Educational stage</b>   | Upper primary – Lower Secondary (ages 9-16)  |
| <b>Type of inequality</b>  | The goal of TAM is mitigating <i>inequality of outcome</i> . It can be argued that the practice actually creates <i>inequality of access/uptake and opportunity</i> in order to attain equality of outcome for the participants in later life.   |
| <b>Level of implementation</b>   | Meso: municipal level. Children from different schools in the municipality are brought to the same location for shared alternative education.  |
| <b>MILC dimensions</b>   | <p><b>Multilevel:</b></p> <ul style="list-style-type: none"> <li>• Micro-level: the goal of TAM is to stimulate a sense of mastery in the pupils. Thus, the practice has an expressed focus on “health and life skills”.</li> <li>• Meso-level: the program expands several schools in the municipality. Children are brought together with pupils from different schools and of different ages, backgrounds and walks of life. The pupils learn the value of cooperation, both with the instructors, their peers and local businesses, wildlife org. and research institutes.</li> <li>• Macro-level: TAM links their activities to competence objectives in the national curriculum, to justify their activities and secure funding from the municipality. The course instructors have an expressed desire to inspire policy changes on a larger scale. They wish to expand its operational model (increase institutionalisation) and incorporate it into national educational standards for schools across the</li> </ul> |

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|   |                      | <p>country.</p> <p><b>Intersectionalities:</b> The participating pupils have a wide range of different challenges. Described are various behavioural difficulties, school reluctance, anxiety, mental health issues, neurodevelopmental disorders and pupils being involved in illicit activities. The pupils come from a variety of socioeconomic backgrounds. Almost all the participating pupils are male.</p> <p><b>Life course perspective:</b> The instructors regularly converse with the pupils, encouraging them to reflect on their previous, present, and future life choices. The students learn marketable skills and many move on to work in the fishing industry.</p> |            |
| <b>Key dimensions of the identification procedure</b> |                      |  |            |
| <b>CONDITIONS:<br/>Foundational<br/>premise level</b> | <i>Comprehensive</i> | The principal aim of the practice is to reduce absenteeism and school drop-out. As school certificates are a crucial factor to educational inequality, TAM is aware and very much concerned with their own role in reducing educational inequality. Instructors have no formal pedagogic training but take great care to include curricular elements in their day-to-day activities. Sometimes practical tasks performed at TAM are used as part of their formal grade assessment.   | Medium     |
|   | <i>Coherent</i>      | Operates independently and thus, with limited influence on the formal system. Still, TAM aspires to change the way the educational system takes care of demotivated students prone to dropping out.  | Medium     |
|   | <i>Continuous</i>    | Foster continuity in education for students in the sense that the practice works to prevent students from dropping out of the formal school system. However, the practice itself faces economic struggles and are primarily financed through temporary contracts with the local municipality.  | Low-Medium |
| <b>ELEMENTS:<br/>Structural level</b>                 | <i>Contextual</i>    | Very opportune in using their marine environments to their advantage. But is not sure how different contexts without the same access to marine environments, can achieve similar success as TAM.   | Medium     |
|   | <i>Relational</i>    | Communicates extensively with the schools and respective teachers as well as psychological practitioners. Also has a wide array of collaborators - local businesses, wildlife organisations, research institutes, NGOs and local philanthropists.  | High       |

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| <b>TOOLS:<br/>Action level</b>  | <i>Autonomous</i>   | Instructors have complete control of the activities that take place at the practice.   | High |
|   | <i>Reflexive</i>  | Is very open to being measured, studied and assessed. Is currently working with HVL and UiB to have several academic papers being written. | High |
| <b>Evidence backing the policy / practice:</b>                        | <ul style="list-style-type: none"> <li>• Continued funding from the municipality since 1998.</li> <li>• Instructor at the practice has been awarded a royal medal of merit for his efforts: <a href="https://www.nrk.no/vestland/kongens-fortjenestmedalje-til-kenneth-bruvik-1.16289018">https://www.nrk.no/vestland/kongens-fortjenestmedalje-til-kenneth-bruvik-1.16289018</a></li> <li>• Quotations from former pupils on the PP's website: <a href="https://www.njff.no/hordaland/tam">https://www.njff.no/hordaland/tam</a></li> <li>• Teachers, parents, students and municipality workers are very satisfied with the efforts of the practice and the transformative process of the participating pupils.</li> <li>• Unfortunately, there have been no official independent evaluations of the practice.</li> </ul> |  |      |
| <b>Brief concluding analysis of policy / practice in the context:</b> | <p>TAM brings children struggling within traditional education one day a week away from school, where they perform outdoor activities, e.g., boating, fishing and beach clean-ups. The goal of the practice is to enable pupils to master the ordinary educational system.</p> <p>The program stands out in the Norwegian educational context, being almost entirely based on non-formal, outdoor activities and using the local maritime environment to its advantage.</p> <p>TAM differs from the egalitarian principles of the Norwegian "unity school", in the sense that they "remove" pupils from their peers to give them "special treatment", which is normally frowned upon in the Nordic educational context.</p>   |  |      |