

RAPPORT RAPPORT

Democracy and diversity in education

International conference

Buskerud University College, Norway 12-13 March 2013

Guro Hansen Helskog



Rapporter fra Høgskolen i Buskerud

Nr. 94

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Av

Guro Hansen Helskog

Drammen 2013

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DEMOCRACY AND DIVERSITY IN EDUCATION

BUSKERUD UNIVERSITY COLLEGE, NORWAY
12–13 MARCH 2013

REPORT BY THE CONFERENCE RAPPOORTEUR
GURO HANSEN HELSKÖG

RAPPORTER FRA HØGSKOLEN I BUSKERUD
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**”THE ABILITY
TO REACH
UNITY IN
DIVERSITY WILL
BE THE BEAUTY
AND THE
TEST OF OUR
CIVILIZATION.”**

GANDHI



ABSTRACT

This paper reports on the 2013 Democracy and Diversity international conference at Buskerud University College. It considers how democracy and diversity, and specifically the relationship between these concepts, are understood in society and in school. Scholarly debates are framed by international policy, specifically the 2010 Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education* and the UN World Programme on Human Rights Education. The conference considered how education policy and practice might address demographic and social change in Norway and risks to democratic values across Europe, including racism/intolerance; growing support for xenophobic and populist parties; discrimination; extremism; and tensions between religious freedom and freedom of expression. The report includes a summary of keynote presentations (James Banks /Audrey Osler) and issues arising from conference papers and workshops. The rapporteur concludes by exploring links between the political and the interpersonal when educating for democracy in multicultural nation-states.

Keywords: education policy, education for democratic citizenship, human rights education, intercultural learning, social justice

SAMMENDRAG

Denne publikasjonen er en rapport fra den internasjonale konferansen Democracy and Diversity som ble avholdt ved Høgskolen i Buskerud i 2013. Den drøfter hvordan demokrati og diversitet, og særlig forholdet mellom disse begrepene, er forstått i samfunnet og i skolen. Den akademiske debatten på området er innrammet av aktuell internasjonal politikktutforming, særlig Europarådets pakt for menneskerettighetsundervisning og opplæring i demokratisk medborgerskap fra 2010, og FN's Verdensprogram for menneskerettighetsundervisning. Konferansen drøftet hvordan utdanningspolitikk og utdanningspraksis kan adressere demografisk og sosial forandring i Norge, samt trusler mot demokratiske verdier i Europa, inkludert rasisme/intoleranse; voksende støtte til fremmedfiendtlige og populistiske partier; diskriminering; ekstremisme og spenninger mellom religiøs frihet og ytringsfrihet. Rapporten inkluderer sammendrag av keynote presentasjonene (James Banks/Audrey Osler), samt temaer som ble reist i paperpresentasjoner og workshops. Forfatteren konkluderer med å utforske sammenhenger mellom det politiske og det interpersonlige i utdanningen til demokratisk medborgerskap i multikulturelle nasjonalstater.

Nøkkelord: Utdanningspolitikk, utdanning for demokratisk medborgerskap, menneskerettighetsundervisning, interkulturell utdanning, sosial rettferdighet

ACRONYMS AND ABBREVIATIONS

BUC	Buskerud University College
DDE	Democracy and Diversity in Education International Conference
EDC	education for democratic citizenship
EWC	European Wergeland Centre
HEI	higher education institution
HRE	human rights education
IGP	Intercultural Glossary Project
NGO	non governmental organisation
UDHR	Universal Declaration of Human Rights 1948

EXECUTIVE SUMMARY

The Democracy and Diversity international conference (DDE) was held at Buskerud University College in Drammen, Norway in March 2013.

It welcomed participants and contributors from across Norway and from twenty different countries, covering five continents. The central question we wished to address was: “How are democracy and diversity, and specifically the relationship between these concepts, understood in society and in school?” We set out to explore the relationship between democratic education, which has a long-established tradition in Norway and the region, with education for diversity, where we wish to develop our collective expertise.

Building on past research, the conference sought to contribute to local, national and international policy and research agendas related to education for democratic citizenship (EDC) and human rights education (HRE); to the implementation of the Council of Europe *Charter on EDC and HRE*; to the World Programme on Human Rights Education; and to educational policies and practices in Norway relating to integration, diversity and community. The conference organisers and participants were also mindful of the broader social and economic contexts in which such education is taking place, including the global economic crisis and the growth in expressions of intolerance and extremism.

This wider socio-economic context was addressed in our opening session, in which we were particularly pleased to welcome Member of Parliament for Buskerud Laila Gustavsen, who spoke alongside the Buskerud University College (BUC) Rector Kristin Ørmen Johnsen, Hein Lindquist, Dean of the Faculty of Education, and Audrey Osler, on behalf of the organising committee.

Our guest keynote Professor James A. Banks discussed the delicate balance between unity and diversity in education in democratic nation-states, while Professor Audrey Osler, from BUC, focused on the meanings for educational policy and practice of Prime Minister Stoltenberg’s appeal for more openness, more democracy and more humanity. In addition, some 40 research papers and posters from Norwegian and international scholars explored the relationship between democracy and diversity in education in a range of contexts from early years to higher education and through a variety of disciplinary strands, including pedagogy, social policy, sociology, psychology and philosophy.

Links between research, policy and practice were made in practically-orientated workshops targeted at students and education practitioners and led by partner organisations: the European Wergeland Centre (EWC); the Falstad Centre; Norwegian Human Rights Academy (Menneskerettighetsakademiet); and the Norwegian Red Cross (Røde Kors).

Concrete plans for follow-up are underway, and it is the intention of the hosts that we further disseminate our work through a publication.



Aims and objectives

“How are democracy and diversity, and specifically the relationship between these concepts, understood in society and in school?” This was the overarching question of interest at the International Democracy and Diversity in Education Conference at Buskerud University College (BUC), Norway. The main aim of the conference was to explore the relationship between democratic education, which has a long-established tradition in Norway and the region, with education for diversity, where we wish to develop our collective expertise. This implies rethinking how policy and practice might more effectively incorporate education for living together within multicultural communities and a multicultural nation-state. Themes included were:

- education for democratic citizenship and human rights
- young people’s perspectives on schooling
- education against racism and extremism
- democracy and diversity in teacher education
- comparative studies on democracy and diversity
- multicultural/ intercultural perspectives in the curriculum.

The conference was intended as a contribution to the second phase (2010-2014) of the World Programme for Human Rights Education (2005- ongoing)¹ as well as support for the implementation of the Council of Europe *Charter on Education for Democracy and Human Rights Education*.² The Democracy and Diversity in Education Conference (DDE) hosted presenters and participants from 20 countries across five continents. It was targeted at researchers, teacher educators, policy-makers and various education professionals, both school- and NGO-based. One key objective was to bring together existing research in these fields and consider ways in which education for democracy and democratic citizenship might be strengthened in the context of diversity, both in Norway and internationally.

Building on past research

“The ability to reach unity in diversity will be the beauty and the test of our civilization.” Gandhi

The above quotation is featured on the introductory page of the Banks report *Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age*,³ which reviews research in citizenship education. Gandhi’s words present a challenge as we address democracy and diversity in our teacher education and research programmes at BUC, as they do to all educators grappling with these twin concepts at institutional, local, national and international scales. The Banks report, based on the work of an international group of scholars, has attracted attention across the globe, reflecting widespread interest in its themes. DDE addressed these inter-related concepts, which are not just of interest in Norway and Europe, but across a much wider scholarly and professional global community. Our goal is to promote and extend research agendas on democracy and diversity.

¹ United Nations (2012) *World Programme for Human Rights Education. Second Phase. Plan of Action*. New York and Geneva: United Nations. http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf

² Council of Europe (2010) *Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Recommendation CM/Rec(2010)7 and explanatory memorandum*. Strasbourg: Council of Europe.

http://www.coe.int/t/dg4/education/edc/Source/Charter/Charter_brochure_EN.pdf

The Council of Europe hosted an international conference to assess the Charter’s implementation and identify ways forward in Strasbourg in November 2012. The report of the General Rapporteur, Audrey Osler, can be found at: http://www.theewc.org/uploads/content/EDCHRE_Conference2012_report_en.pdf

³ Banks, J.A., Banks, C.A. McGee; Cortes, C.E. et al. (2005) *Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age*. Seattle, WA: University of Washington, Center for Multicultural Education.

<http://education.washington.edu/cme/demdiv.htm>

International, national and local policy contexts

DDE was also a contribution to the implementation of the Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education*. A copy of the Charter in either English and/or Norwegian was given to each delegate,⁴ with the goal of contextualizing the conference within European and international policy developments.

There is also a specific Norwegian context to the conference. On 22 July 2011, attacks on the government buildings in Oslo and at Utøya in Buskerud left 77 dead and hundreds physically and psychologically traumatized. Prime Minister Jens Stoltenberg's speech to the Norwegian people, which stressed that we should not meet the destructive acts of the right-wing extremist with hatred and aggression, but with "more democracy, more openness, more humanity" was widely reported internationally. Our overarching conference question was to explore what this might mean in schools and teacher education in today's multicultural Norway.

In October 2012 the Norwegian government forwarded a White Paper to Parliament on integration policy, diversity and community. This was addressed in Parliament in March 2013, and followed up by a conference on diversity in education in Oslo in May 2013.⁵ Our conference contributes to this on-going Norwegian educational policy debate on multicultural competencies in education.

Within BUC's Faculty of Education our research strategy focuses on intercultural education and citizenship. Our goal is to develop research and practice in this field, with contributions to debates and practice at local and national levels. We aim to apply it across all school subjects, developing the competencies needed for active democratic participation. This is important, not just for those teaching in visibly diverse communities such as Drammen, but for teachers in schools across Norway.

Building a welcoming and collegiate atmosphere

On the eve of the conference Hein Lindquist, Dean at BUC, hosted a reception for delegates at Papirbredden in beautiful surroundings, and with delicious food. Impressive musical entertainment was provided by the classical AI Capella group En-Fem. Our intention was to create a welcoming atmosphere so that delegates from around the world might have an opportunity to meet each other and our guest keynote speaker in a relaxed and convivial atmosphere, enabling a friendly dialogue and collegial exchange of ideas. It was a special occasion where delegates were welcomed by our multilingual student receptionists and could be heard exchanging greetings and chatting in many languages.

⁴ The Norwegian Ministry of Education and Research produced the unofficial Norwegian translation in 2012: *Europarådets pakt for menneskerettighetsundervisning og opplæring til demokratisk medborgerskap*

<http://www.regjeringen.no/upload/KD/Vedlegg/Internasjonalt/Europa/Europaradspakt2010.pdf>

⁵ Meld.St.6 (2012-2013): *En helhetlig integreringspolitikk. Mangfold og fellesskap*.

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THE PROGRAMME



Overview

A copy of the DDE programme is included as Appendix A. The keynote speakers were Professor Dr. James A. Banks from the University of Washington in Seattle and Professor Dr. Audrey Osler from BUC, Norway. Audio recordings of their talks are available on the BUC website.⁶ In addition, some 40 researchers working in the field addressed various aspects of education for democracy and diversity from a range of perspectives through both paper and poster presentations. Practical workshops aimed at teachers, student teachers and NGO education workers were facilitated by representatives from the European Wergeland Centre, the Falstad Centre, the Norwegian Red Cross (Røde Kors) and the Human Rights Academy (Menneskerettighetsakademiet) and took place concurrently.

Opening ceremony

The conference was opened by the rector at Buskerud University College, Kristin Ørmen Johnsen, followed by Dean Hein Lindquist from the Faculty of Teacher Education. Ørmen Johnsen highlighted the role of higher education institutions (HEIs) in education for democracy and diversity. The fundamental role and duty of HEIs is to provide ground on which ideas can blossom, and to guarantee freedom of expression and open debate. She recognises diversity as an essential prerequisite for quality in education, and for achieving this academic mission.

Dean Hein Lindquist stressed the importance of developing both educational theory and professional expertise appropriate to the needs of schools in our multicultural society. He drew attention to the Faculty's research strategy «intercultural education and citizenship», and the importance of building on research in teaching.

Laila Gustavsen, Member of Parliament for Buskerud, took as her point of departure, the massacre at Utøya and the attack on Norwegian government buildings on 22 July, 2011. She stressed the importance of our engagement with the deeper meanings of Prime Minister Jens Stoltenberg's appeal to respond to terror with more openness, more democracy and more humanity. Gustavsen argued that education has a central role to play in the realisation of this ideal. In a moving reference to past and on-going international struggles for racial justice and human rights she concluded with the words: "We shall overcome". The central role of education in this struggle was underlined by Professor Audrey Osler, both in her welcoming speech on behalf of the organising committee, and in her keynote speech later in the day.

Keynote I: Professor Dr James A. Banks Educating citizens for democracy and diversity in global times

"Diversity and unity should co-exist in a delicate balance in democratic multicultural nations." Banks

The need to see and develop links between the local, national, regional and global contexts was emphasised by James A. Banks in his keynote speech. Never before in the history of the world has the movement of diverse racial, cultural, ethnic, religious, and linguistic groups within and across nation-states been as numerous and rapid, or raised such complex and difficult questions about citizenship, human rights, democracy, and education as today. It is a global phenomenon, affecting both states that traditionally have not viewed themselves as multicultural, such as Japan, Korea and Germany, as well as those who have, such as the U.S., Canada and Australia.



In this context, it is important to challenge the notion of educating students to function solely in one nation-state. Traditionally, the aim of schools in most nation-states has been to develop citizens who internalise national values; such citizens are familiar with national heroes, and generally accept a singular version of national history. These limiting citizenship education goals are obsolete today. Instead, Banks claims, we need to develop what Aihwa Ong calls “flexible citizenship”.⁷ Banks argues that citizenship education should enable students to acquire the knowledge, skills, and commitments needed to become effective participants in their cultural communities, nation-state, and the world.

Banks draws on Kymlicka’s concept of “multicultural citizenship”.⁸ He suggests that, across the world, nations can either enable immigrants to experience multicultural citizenship, or continue to embrace assimilationist ideology. In nation-states that embrace multicultural citizenship, immigrant and minority groups retain their languages and cultures and enjoy full citizenship rights. This is the ideal, rather than the reality, and Banks referred to this gap between ideal and reality as “the citizenship education dilemma”, facing all nations, whether or not they see themselves as “immigration nations” or define themselves as “blood nations” claiming a shared ethnic heritage.

One of the challenges facing multicultural democratic nation-states is that of providing opportunities for diverse groups to maintain aspects of their community cultures while at the same time constructing a nation in which these groups are structurally included and where they feel allegiance. As Amy Gutmann⁹ suggests, education can cultivate cosmopolitan dispositions in students. For Banks, an essential goal of teaching and learning in democratic societies is the delicate balance of diversity and unity.

Diversity and unity coexist in this balance in democratic multicultural nations. Nation-states can protect the rights of minorities and enable diverse groups to participate only when they are united around a set of democratic values such as justice and equality. Citizens in a diverse democratic society should be able to maintain attachments to their cultural communities and participate effectively in the shared national culture. Unity without diversity results in cultural repression and hegemony, as was the case during the Chinese Cultural Revolution 1966-1976 and when the Communist Party dominated the Soviet Union. Diversity without unity leads to Balkanization and the fracturing of the nation-state, as occurred during the Iraq war and subsequently, when sectarian conflict and violence threaten a fragile nation-state.

Building on Kymlicka’s conception of multicultural citizenship, Banks suggests that citizens who adopt critical attachments to their community cultures, languages, and values are in a stronger position to develop reflective identifications with the nation-state. Drawing on the work of Martha Nussbaum¹⁰ and Kwame Anthony Appiah¹¹, he suggests that education can promote commitment to cosmopolitan values such as human rights and social justice, values that transcend national boundaries, cultures, and times. The role of educators is to help students develop cosmopolitan values and a range of cultural, national, regional, and global identifications. Schools must nurture, support and affirm the identities of all learners if educators wish their students to endorse national values, become cosmopolitans, internalize human rights values, and work to make their local communities, nation, region, and the world, more just and humane.

⁶ <http://www.hibu.no/citizenship/conference>

⁷ Ong, A. (1999) *Flexible Citizenship: the cultural logics of transnationality*. Duke University Press.

⁸ Kymlicka, W. (2003) Multicultural states and intercultural citizens. *Theory and Research in Education* 1 (2): 147-169.

⁹ Gutmann, A. (1999) *Democratic Education*. Princeton, NJ & Chichester, UK: Princeton University Press.

¹⁰ Nussbaum, M. (2002) *Patriotism and cosmopolitanism*, In J. Cohen (Ed.) *For Love of Country? In a New Democracy Forum on the limits of patriotism*. Boston, MA: Beacon Press.

¹¹ Appiah, K.A. (2007) *Cosmopolitanism: ethics in a world of strangers*. New York and London: Norton.

Keynote 2: Professor Dr. Audrey Osler

How might we achieve more democracy, more openness and more humanity in an age of super-diversity?



"The teacher's task is not to enable the newcomer to be more like "us", but build upon and extend the range of identities of all students."

Audrey Osler began by quoting Prime Minister Jens Stoltenberg's words, spoken in the direct aftermath of the 22 July 2011 attacks, and reiterated one year later: "Our response is more democracy, more openness, and more humanity". These words present a particular challenge to educators, not only in Norway, but across Europe, particularly in this period of economic crisis. Europe is encountering expressions of extremism and hate speech and no country is immune. Even where strong traditions of democracy in education exist, learners encounter everyday expressions of intolerance and disrespect.

As societies become increasingly diverse, one educational policy response is to focus more strongly on shared values and shared cultural heritage. This re-emphasis on the national is usually at the expense of minorities. The call for "more democracy" implies an extension of democratic practices in schooling to encompass diversity, recognising not just "new" diversity resulting from immigration, but also previously hidden identities and histories. One first step is to recognise the diversity each individual embodies. Osler suggests that Homi Bhabha's concept of the "right to narrate"¹², which troubles dominant discourses, can be usefully adopted by educators and applied to students to strengthen democratic practices in schools. To illustrate this point Osler opened her lecture with a narrative, a device used by scholars from a number of critical traditions, including post-colonialists, feminists and critical race theorists.

She recounted the story of a couple who married in Britain in 1949, transgressing the then accepted wisdom that "mixed marriages" were undesirable. The wedding took place shortly after the 1948 Universal Declaration of Human Rights (UDHR) was proclaimed. The UDHR came in the wake of a terrible war, where millions died simply because of their race, ethnicity, culture, religion, sexuality or political belief. UDHR Article 16 affirms the right to marry without any limits due to race, nationality or religion. It was formulated in the face of legal prohibitions against mixed marriages in Nazi Germany, and other societal norms which worked against such marriages elsewhere. Across Europe, it was maintained that that such families were not the right place to nurture children. On the face of it, it might appear that society has moved on. Have we internalised these human rights norms? Osler argues that struggles for justice through education are on-going. Claims about so-called "mixed marriages", and what constitutes a family, are echoed in parallel discussions concerning same-sex marriages today.

Osler questioned the language used in educational discourse. Labelling has an impact on children's sense of belonging. Are children born today from immigrant parents fully recognized as citizens? When they have legal citizenship why are they described as immigrant? What exactly are "multicultural children"? There is no blueprint to support more democracy and more openness, or greater humanity. Yet education, and particularly schooling, has a central role to play. It is sometimes implied that greater cultural and religious diversity threaten to undermine democratic practices. Osler turned this argument on its head, suggesting that if we are to realize a deeper democracy in and through education, we need to understand how diversity is essential to the successful practice of democracy. The teacher's task is not to enable the newcomer to be more like "us", but extend the range of identities of all students. Sometimes democracy in education will be achieved through consensus, but in contexts of inequality or marginalization some conflict may be inevitable in struggles for recognition.

¹² Bhabha, H. J. (2003) On writing rights, in M. Gibney (Ed.) *Globalizing Rights: the Oxford Amnesty Lectures*. Oxford; Oxford University Press, pp. 162-183.



Osler highlighted the fragility of democracy, citing a Council of Europe report¹³ which identifies eight risks to democratic values: rising intolerance; rising support for xenophobic and populist parties; discrimination; the presence of a population virtually without rights; parallel societies; Islamic extremism; loss of democratic freedom; and potential tension between religious freedom and freedom of expression. Incidents of everyday racism in schools undermine democracy, Osler stated, yet it is difficult for teachers to deal with racism. But, she underlined: if we don't discuss racism, it doesn't mean it goes away.

These issues are also highly politicized. Leaders, such as David Cameron and Angela Merkel, claim that multiculturalism has failed. Yet in most European contexts multiculturalism has not been tried. What hasn't been tried cannot be said to have failed. Multicultural education policies in Britain have been partial at best. In Germany and France such policies were never adopted. Instead, the language of multiculturalism is misinterpreted and misused by political leaders.

Educators expressing openness towards cross-cultural families may still express reservations about children's sense of belonging, adopting a deficit model to developing bilingual and bicultural learners: "they need special support to integrate"; "they don't know where they belong"; or "they encounter inter-generational conflicts". When we hear things like "immigrant children must adopt our standards" or "they (minorities) perform poorly because their parents lack the skills to bring them up properly" these are generally expressions of intolerance. We might develop an alternative discourse: "they enrich and invigorate our national values and culture".

Jens Stoltenberg's call for "more democracy, more openness, more humanity" cannot mean continuing to do things as in the past. It must imply a shift.

Citizenship education and curricula which focus too strongly on the nation risk promoting complacency and superiority, rather than greater democracy. We live in an age which has been characterised by Steven Vertovec as one of "super-diversity".¹⁴ Changing demographics and social patterns mean that Europe's migrant communities are increasingly diverse, and no longer drawn exclusively from countries with which there are long-standing or colonial or other historical links. Social and educational policy needs to recognise this complexity. Osler proposes "education for cosmopolitan citizenship"¹⁵ which recognizes diversity at all scales, from the local to the global, and which encourages learners to extend, rather than restrict, their identities and identifications at these various scales.

¹³ Report of the Council of Europe's Group of Eminent Persons (2010) *Living Together: combining diversity and freedom in 21st century Europe*. Strasbourg: Council of Europe.

¹⁴ Vertovec, S. (2007) Super-diversity and its implications. *Ethnic and Racial Studies* 30 (6): 1024-1054.

¹⁵ Osler, A. & Starkey, H. (2005) *Changing Citizenship: democracy and inclusion in education*. Maidenhead: Open University Press.

Workshops

Four workshops and 32 academic papers were presented during the course of the conference, reflecting diverse and multi-faceted approaches in the field of democracy and diversity in education. It is sometimes the case that academic conferences are not able to make a bridge between research, policy and practice. In this case, links were made through workshops targeted at education practitioners led by partner organisations: the European Wergeland Centre (EWC); the Falstad Centre; Norwegian Human Rights Academy (Menneskerettighetsakademiet); and the Norwegian Red Cross (Røde Kors).

Claudia Lenz from EWC addressed: "Concept learning as learning about, for and through democracy and diversity". The workshop focused on how concept learning plays a key role in providing learners the attitudes, skills and necessary knowledge to become active members of democratic and diverse societies through the Intercultural Glossary Project (IGP). IGP provides an online resource for education professionals offering definitions and discussions of key concepts, as well as methods for concept learning.¹⁶

In her workshop "Dialogue for young politicians", Sanna Brattland from the Falstad Centre presented her organisation's work with young politicians in Norway, following the 22 July 2011 tragedy. The aim is not to reach a consensus between participating youth, but to enable a dialogue in order to create respect and provide insights into others' thinking.

Two workshops explored practical ways of teaching human rights. Lillian Hjort, in her session, "Teaching for diversity and respect", examined concrete ways of teaching human rights. She represented the Norwegian Human Rights Academy, which has worked a lot with young asylum seekers and child refugees in Norway, teaching for human rights. Christina Bjørn-Hansen Bock from the Norwegian Red Cross conducted a workshop titled "When the war rages – human dignity, rights and your role in the world". This session illustrated practical ways to work with democracy and human rights suitable for classrooms. Her starting point was the concept of human dignity. Participants concluded by addressing various human rights dilemmas.

Posters

EIDE, FLATÅS, HEGGERNES, HELSKOG, TANABE, YAHYA, OSLER

A wide range of concerns related to democracy and diversity were addressed in the poster presentations, which were on-going throughout the day. Topics included: the BUC undergraduate programme on citizenship and ethics; intercultural competence through foreign language learning; a comparative study of education for indigenous people in Norway and Japan; the Dialogos practical philosophy approach; and human rights education and gender equity in Kurdistan-Iraq.

¹⁶ <http://www.theewc.org/content/resources/intercultural.glossary.project>

**”OUR
RESPONSE
IS MORE
DEMOCRACY,
MORE
OPENNESS,
MORE
HUMANITY.”**

JENS STOLTENBERG

Research papers

Session 1: participation and minority youth

TRAN, RAGNARSDÓTTIR, PLUTA, EKELUND, RICUCCI, HELSKOG

The papers here explored barriers to minority youth participation in Italy, Iceland and Norway. The paper from Italy highlighted structural barriers and possible solutions, whereby young people from minority backgrounds are channelled into less prestigious vocational schools, finding it difficult to access academic routes. In Iceland, it was argued that teacher perceptions can serve as a barrier to minority participation. The Norwegian papers presented research and ideas for enabling participation, including promotion of respect, mutual understanding and cross cultural friendships through the programme Diversity Icebreaker and through philosophical Socratic dialogues.

Session 2: democracy diversity and public policy

STOKKE, RIESE, HARLAP

This session drew on research from Norway. Presenters were agreed that multiculturalism in Norway is a project-in-progress, rather than as something already realised. There needs to be greater readiness to listen to minority perspectives in society and in education settings. Teacher education needs to prepare teachers to see a multicultural society the norm, rather than something strange and new. There is currently in Norway a focus on one aspect of difference, namely religious affiliation; instead we need to acknowledge the multiple and complex identities of those from minority communities. The barriers to democratic education are not simply to do with different values, languages or ways of looking at the world. They also relate to a portrayal of the mainstream population as more homogeneous than it actually is.

Session 3: education for citizenship and human rights in diverse settings

OOMEN, OS, HARDARDÓTTIR, GOLLIFER, KHIDIR, SALIH, VESTERDAL

This session addressed one of the central policy goals of the conference, relating to the World Programme on Human Rights Education and its current focus: professional education. Researchers addressed teachers and teaching in Iceland, Iraq, the Netherlands and Norway. The human rights project is a cosmopolitan one and education for citizenship in established democracies (e.g. Iceland and the Netherlands) needs to address cosmopolitan attitudes – recognising our shared human heritage and commonalities, and focus less on national concerns, as is currently the case. Research with teachers in Norway suggests they recognise the importance of HRE but may unwittingly reinforce a sense of moral superiority, preferring to examine human rights in distant places rather than at home. In the emerging democracy of Kurdistan-Iraq, there is a strong emphasis both on Kurdish belonging and on human rights education. These ideals do not have to be in tension. Ethnic violence and sectarianism pose challenges to both democracy and recognition of diversity in the region.

Session 4: democratic education and democratic participation

WIESE, FARSTAD, GULESTØL, CORTESÃO, LIN

This session examined democratic education in England, Norway, and Portugal, as well as democratic participation through web-based activities in China. It was agreed that teachers and school leaders need support in enabling democratic education and teachers need particular support in addressing controversial issues in the classroom. Given the challenges of implementing democratic approaches in China, the researcher focused on peer education and social networking as a potential area for democratic practice. In Portugal, the need is to recognise barriers to participation and for the teacher to recognise education for justice as a central element of her role.

Session 5: democracy, diversity and teachers' work

LINDBOE, HELGEVOLD, MADSEN

Three papers from Norway focussed on democracy, diversity and teachers' work. Language and identity, the need for a critical approach to policy guidelines, and the implicit teaching of democratic skills in the natural science studies were all discussed. The presenters approached the overarching conference aims from contrasting perspectives, using structural and psychological frameworks. One question elaborated in the discussions was that of the role of language competence in developing skills for democratic participation.

Session 6: ethics, rights, laws and values

VAN DER KOOIJ, LYBÆK, KIRCHSCHLAEGER

Two of the presentations in this session focused on ethics, laws and values in public debate and in political documents, drawing on the Norwegian situation and identifying unresolved dilemmas and inconsistencies. The third presenter used the concept of "vulnerability" as a starting point in HRE, so as to better understand what human rights are about and what they are intended to protect. The session covered democracy and diversity perspectives both from top-down and bottom-up perspectives.

Session 7: rights and recognition in texts and teacher practices

ASKELAND, BUEJE, BURNER, NOULA

Norwegian as well as Greek perspectives were addressed in this session which examined rights and recognition, key concepts in HRE. Norwegian presenters considered how textbooks and assessment practices might contribute in education for democracy, with an interesting historical reflection on messages about gender in Norwegian schools before the 1960s. The Greek paper discussed citizenship education through the teaching of critical thinking, arguing that critical thinking skills are an important prerequisite for a democratic, inclusive and just society and for a complete education.

Session 8: representation and political participation

NILSEN, KNUDSEN, SOLHAUG, NØRGAARD

This session addressed democracy and diversity through an examination of representation and political participation in textbooks and classrooms. Representations of the Sami people; educational measures to address hate speech and racist abuse as a form of bullying; the concept of intersectionality; and political learning were all addressed, drawing on Norwegian and Danish contexts. One of the issues debated in this session was the depth of democratic learning taking place and further possibilities for enabling genuine student participation in learning processes.

Session 9: Language, values and learning democracy

BANKS, BAVIERI, FELBERG

Leadership and values, adult migrants' learning of citizenship skills in language classes, and the challenges posed by interpreter-mediated communications were discussed in these papers from the U.S., Italy and Norway. The American paper drew on the leadership of the intergroup education movement during the 1940s and 1950s to discuss the values promoted by such leaders- justice, liberty, brotherhood and equality – and the ways in these values contradicted contemporary social realities - to inform understandings of transformative knowledge and effective schooling for all. Language plays a key role in enabling democratic participation and language classes can support citizenship. Teachers also need support in understanding how inappropriate use of professional and/or child interpreters can undermine rather than enhance home-school communications.

3 EVALUATION AND FOLLOW-UP

Evaluation

Conference participants contributed to the evaluation of the conference in three distinct ways: through use of Twitter, completion of an evaluation form, and through informal feedback to the conference organising team and hosts.

Using the hashtag #demconference Twitter was used before, during and after the conference for conference participants to engage with each other, share ideas with those not able to come to Drammen, and reflect on the experience. Messages were written in Norwegian, English, Dutch and Chinese, and pictures posted. More than 10 % of participants used Twitter and the feedback was very positive.

Around 40 % of the participants completed an evaluation form and the overwhelming majority expressed appreciation, excitement and interest in the conference presentations. One criticism was that there was so much going on in one day that the academic content should have been spread over two days. There were also many demands for follow-up events, both national and international.

Follow-up proposals and plans

**"Our response [to terror] is more democracy, more openness, more humanity."
Jens Stoltenberg**

As well as producing this report, BUC and the conference committee plan to follow up the conference in a number of ways:

- seminar for BUC Faculty of Education staff (September 2013)
- small national seminar
- possible follow-up conference in 2015.

The conference was run without sponsorship and the feasibility of a future seminar or conference is likely to depend on sponsorship from the Research Council of Norway (Norges forskningsråd) or another body.

Additionally, although we cannot produce 'conference proceedings' which include all papers, since this concept is today not popular with commercial publishers, Audrey Osler has begun talks with both Norwegian and international publishers with the aim of producing one of the following:

- refereed journal special edition
- edited book which includes selected revised presentations.



#DEMCONFERENCE

**”WRITE THAT DOWN:
MULTICULTURAL CITIZENSHIP!
#DEMCONFERENCE”**

LAILA GUSTAVSEN @LAILAGUSTAVSEN

**”MANGFOLD MÅ IKKE VURDERES SOM
ET PROBLEM SOM TRENGER EN LØSNING,
SIER HIBU-PROFESSOR AUDREY OSLER
#DEMCONFERENCE”**

HØGSKOLEN I BUSKERUD @HIBU

**”BIJZONDER OM UITKOMSTEN
VAN MIJN MASTERTHESIS
#ONDERWIJSKUNDE TE PRESENTEREN
OP #DEMCONFERENCE IN DRAMMEN,
NOORWEGEN.”**

ANNEKE VAN OS @ANNEKEVANOS

4

RAPPORTEUR'S PERSONAL REFLECTIONS

Democracy and diversity: linking the political and the inter-personal

Here, I return to the central conference question: "How are democracy and diversity, and specifically the relationship between these concepts, understood in society and in school?" Exploring the relationship between democratic education and education for diversity implies rethinking how education policy and practice might more effectively incorporate education for living together within multicultural communities and multicultural nation-states. These aims and objectives were achieved through engaging and inspiring keynote speeches, workshops and paper sessions.

Because we live contextualized lives within historical, cultural, social and political structures and networks, understanding oneself and others implies knowing personal histories at all scales from the local to the global. The DDE set the scene for an exploration of the links between democracy and diversity in education at national and international policy levels and an examination of inter-personal and micro level interactions. In addressing democratic participation, diversity and human rights, researchers and teachers are making complementary contributions to the collective attitudes, skills and knowledge base needed to support the development of well-functioning multicultural societies.

In addressing each of the various conference themes, we return to the concept of education itself. Education implies the learning of individuals. If each and every one is to gain a real and deep understanding of human rights, and of concepts like respect, tolerance, justice and democracy, all need opportunities to learn from their own personal experiences, so as to enhance wisdom. At the same time, we need to teach each individual how to stand back from these experiences so as to understand political structures and social-historical patterns. Osler and Banks, as well as many of the other contributors, addressed both these aspects of learning in their presentations.

This report drew earlier on a quote from Gandhi: "The ability to reach unity in diversity will be the beauty and the test of our civilization". Reaching unity seems to be an existential and interpersonal task just as much as one which is structural and political. This dialectic between the individual and the collective, the private and the public, the personal and the political is embedded in the very concept of education. I therefore close with a quote from the Dalai Lama, a great leader who described Mahatma Gandhi as his mentor. He stresses our common humanity, emphasising cosmopolitan values and the role of individual compassion in realising universal human rights and a better world for all:

"Ultimately, humanity is one and this small planet is our only home. If we are to protect this home of ours, each of us needs to experience a vivid sense of universal altruism. ... I believe that at every level of society - familial, tribal, national and international - the key to a happier and more successful world is the growth of compassion. We do not need to become religious, nor do we need to believe in an ideology. All that is necessary is for each of us to develop our good human qualities. ...[This] is the practice of compassion."

**”ULTIMATELY,
HUMANITY IS ONE
AND THIS SMALL
PLANET IS OUR ONLY
HOME. IF WE ARE
TO PROTECT THIS
HOME OF OURS,
EACH OF US NEEDS
TO EXPERIENCE
A VIVID SENSE
OF UNIVERSAL
ALTRUISM.”**

DALAI LAMA

#DEMCONFERENCE

” FANTASTIC CONFERENCE IN TRANQUIL DRAMMEN, NORWAY! SPECIALLY STARTED WITH BEAUTIFUL SINGING! #DEMCONFERENCE @HIBU”

LINDA LIN @LITTLELINDALIN

” ‘MORE DEMOCRACY, MORE OPENNESS AND MORE HUMANITY’ HOW CAN STOLTENBERG IDEAL BE REALISED IN SCHOOLS / TEACHER EDUCATION? #DEMCONFERENCE”

AUDREY OSLER @AUDREYOSLER

Dr. James A. Banks, University of Washington and professor Audrey Osler, Buskerud University College



Students at the reception at the BUC-conference. Photo:Tom-Atle Bordevik



APPENDIX A: CONFERENCE PROGRAMME

DEMOCRACY AND DIVERSITY IN EDUCATION INTERNATIONAL CONFERENCE 2013 **PROGRAMME**

Tuesday 12 March 2013

17.00 – 18.45 Registration

19.00 – 21.00 Reception at Papirbredden*
Welcome: Hein Lindquist, Dean, Buskerud University College
Entertainment: En- Fem

Wednesday 13 March 2013

08.15 – 08.50 Registration*

09.00 Opening and welcome ceremony
Kristin Ørmen Johnsen Rector, Buskerud University College
Laila Gustavsen, member of Parliament, representing Buskerud.
Audrey Osler, on behalf of the organising committee

09.20 Keynote 1: Educating Citizens for Democracy and Diversity in Global Times Professor
Dr James A. Banks, University of Washington
Chair: Professor Audrey Osler

10.50 Tea/Coffee and refreshments*

11.10 Parallel session one: workshops and research papers

12.40 Lunch*

14.00 Paper session two: workshops and research papers

15.20 Tea/Coffee and refreshments*

15.45 Keynote 2: How might we achieve more democracy, more openness and more humanity
in an age of superdiversity? Professor Dr Audrey Osler, Buskerud University College
Chair: Dr Lena Lybæk

17:15 Closing remarks: Hein Lindquist, Dean. Buskerud University College

* POSTERS: At the opening reception, morning registration, refreshment breaks and during the latter part of the lunch break we invite delegates to take a look at poster presentations. Poster presenters will be on hand for much of this time to talk about their research and answer questions.

BOOKSTALL: Do visit the Norli conference bookstall where you are welcome to browse. A number of publications by our keynote speakers and other presenters will be in sale.

APPENDIX B: DELEGATE LIST

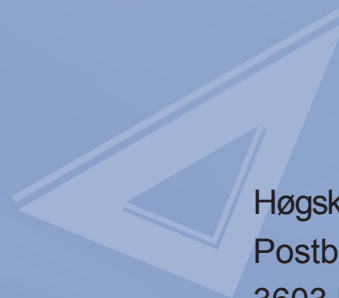
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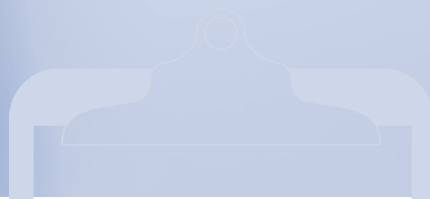
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