

Policies and practices against school segregation. What can cities do?

December 15th & 16th 2022

UAB Casa de Convalescència
C/ de Sant Antoni Maria Claret, 171

Barcelona



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Visit www.ecass.eu to know more about the project

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14th December

1pm – 6pm Experiences for equality of educational opportunities in the city [organized by Consorci d'Educació de Barcelona]

15th December

8.00am – 9.00am Registration [Hall]

9.00am – 9.30am Welcoming*

9.30am – 10.30am

“Equity and Inclusion in Education in OECD Countries. Where do we stand?”

Paulo Santiago [Head of the Policy Advice and Implementation Division, OECD]

Chair: Rebecca Cavicchia [Norwegian University of Life Sciences]

Coffee break

11am – 12pm The ECASS Project Results

ECASS Consortium

Xavier Bonal [Universitat Autònoma de Barcelona]

Marta Cordini [Politecnico di Milano]

Roberta Cucca [Norwegian University of Life Sciences]

12pm – 1.30pm Roundtable

Knowledge & Policy: research and policy options for inclusive education

Øyvind Bjerkestrand [Oslo Komune]

Marta Comas [Consorci d'Educació de Barcelona]

Mònica Nadal [Fundació Jaume Bofill]

Carolina Pacchi [Politecnico di Milano]

Chair: Sheila González [Universitat de Barcelona]

Lunch Break

3pm – 4.45pm Paper presentations

Group 1. Target programs for equity

Group 2. School actions and responses

Group 3. Space, data and segregation

Group 4. Case studies and policies to tackle school segregation (I)

4.45pm – 5.45pm

“Policies against school segregation: what can we learn from Belgium and Chile?”

Vincent Dupriez [Université Catholique de Louvain]

Chair: Aina Tarabini [Universitat Autònoma de Barcelona]

7.00pm Reception at City Hall [Plaça Sant Jaume]

9.00pm Conference Dinner [Norai Restaurant, Avinguda de les Drassanes 1]

*All plenary sessions will take place in Room 11-13 [1st Floor]
Check rooms for Papers sessions. Rooms 06, 08 and 010 [Ground Floor]

16th December

9am – 10.45am Paper presentations

Group 5. Diversity and inequalities

Group 6. Discourses, ideologies and segregation

Group 7. Case studies and policies to tackle school segregation (II)

Group 8. Equity and education in the city

Coffee break

11.15am- 12.45pm Roundtable

Activism against school segregation

Delphine Dorsi [Right to Education Initiative]

Bernat Ferrer [Escoles contra la Segregació, Catalonia]

Milena Piscozzo [Manifesto of urban peripheral schools, Italy]

Stéphane Vigneault [École Ensemble, Québec]

Chair: Marta Cordini [Politecnico di Milano]

12.45pm – 1.45pm

“Policy responses to school segregation in France”

Agnès van Zanten [Professor of Sociology at SciencesPo, Paris]

Chair: Alejandro Montes [Universidad Complutense de Madrid]

1.45pm – 2.15pm Closure

*All plenary sessions will take place in Room 11-13 [1st Floor]
Check rooms for Papers sessions. Rooms 06, 08 and 010 [Ground Floor]

Paper Sessions 15th December 3pm – 4.45pm

Group 1 Target programs for equity

[English] [Room 06] [Chair: Martí Manzano]

Danau, P; Delhaye, C.	<i>Projects to decrease school segregation in the City of Brussels</i>
Ferrer, Á.	<i>The Alliance for Inclusive Education and Against School Segregation #AlColeJuntos2030: activism and regulatory changes at national level in Spain</i>
González, V.	<i>May social mentoring projects break barriers between citizens in segregated cities?</i>
Montes, A; Parcerisa, L.	<i>Magnet alliances in Catalonia: An example of innovation to combat school segregation</i>
Seguro, M.	<i>The Magnet programme: a catalyst for initiatives against school segregation in Catalonia</i>

Group 2. School actions and responses

[English] [Room 08] [Chair: Sheila González]

Cordini, M; Cucca, R; Gonzalez, S.	<i>Information Policies: Tools, Strategies and Challenges in Using Information to tackle School Segregation</i>
Ferrer, G; Moschetti, M; Pagès, M; Quilabert, E; Verger, A.	<i>Enacting SAWA reforms in vulnerable school settings: Evidence from Catalonia and recommendations for policy</i>
González, I; González, S; Martínez, R; Benito, R.	<i>School Open Days: A Quasi-Commercial Device?</i>
Kosunen, S.	<i>Stratification of the education market and cycles of educational segregation: conceptualizing the segregation of teachers</i>

Group 3. Space, data and segregation

[English] [Room 010] [Chair: Pol Montemayor]

Armadàs À.	<i>Data governance and indicators to address school segregation</i>
Bjerkestrand, Ø.	<i>From primary to high school. Changing mechanisms and patterns of segregation</i>
Cavicchia, R; Cucca, R.	<i>Densification and School Segregation: The Case of Oslo</i>
Dlabac, O; Amrhein, A; Hug, F.	<i>Social mixing: more equity through intelligent school zoning</i>
Formiguera, E.	<i>New models of school zoning and new tracks from primary to secondary education in Sant Cugat</i>

Group 4. Case studies and policies to tackle school segregation (I)

[Catalan/Spanish. English translation provided] [Room 11-13] [Chair: Marta Comas]

Bosch, M; Garcia, R; Clar, M; Marin, N; López, S.	<i>Identifying vulnerable students: a key for education equity,</i>
Castillo, R.	<i>The Evolution of the Shock Plan against school segregation in Barcelona</i>
Graña, R; Martínez-Garrido, Murillo, F. J.	<i>What causes school segregation in Mexico and its states?</i>
Guiral, C; Graña, R; Murillo, F. J.	<i>Private schooling and bilingualism in a context of “freedom”: an approach to the effects on SEN school segregation</i>

Paper Sessions 16th December 9am -10.45am

Group 5. Diversity and inequalities

[English] [Room 06] [Chair: Lluís Parcerisa]

Bianchi, D; Cabrera, L.	<i>School segregation effects on the performance of primary school students using TIMSS 2019 data</i>
Termes, A; Checa, J.	<i>Institutional design and mobility patterns in post-compulsory education: transiting the (educational, territorial) periphery of Barcelona</i>
Ulloa Cortés, M.	<i>Educational trajectories and school dropout in Catalunya</i>
Waitoller, F.	<i>School choice, educational segregation, and Students with Disabilities</i>

Group 6. Discourses, ideologies and segregation

[English] [Room 08] [Chair: Roger Martínez]

Friedrichs, J.	<i>School Segregation and Mixing in English Inner Cities</i>
Hidalgo, G.	<i>Social segregation as education quality in parents' narratives of school choice and schooling in Chile</i>
Lauri, T; Pöder, K	<i>The Moral Economy of Educational Diversity in Four European 'Choice' Countries</i>
Manzano, M.	<i>Pro-segregation students'? Celebration of diversity and safety in discourses of students in segregated high schools.</i>

Group 7. Case studies and policies to tackle school segregation (II)

[English] [Room 010] [Chair: Francisca Bustamante]

Cucca, R; Mouratidis, K.	<i>School segregation in a divided city. The case of Oslo</i>
Martínez-Garrido, C; Guiral, C; Murillo, F.J.	<i>Understanding school segregation in the United Kingdom</i>
Parma, A; Ranci, C.	<i>School choice: a road to quality or to inequality? Primary school selection in a free-choice context</i>
Trumberg, A; Arneback, E; Bergh, A; Jämte, J.	<i>Struggling to counter school segregation- a typology of local initiatives in Sweden</i>
Vigneault, S.	<i>The Plan for a Common Network: Tackling School Segregation in Quebec</i>

Group 8. Equity and education in the city

[Catalan/Spanish. English translation provided] [Room 11-13] [Chair: Àlex Armadàs]

Cadena, À; Soler, M.	<i>Equity Strategies Calibrating and Balancing Learning Environments</i>
COPAG Granollers	<i>The Commission for the Plan for the Prevention and Treatment of Absenteeism in Granollers</i>
Local Service of Education - Girona City Council	<i>Girona Plan for Equity in Education: a city shared challenge</i>
Local Service of Education - Lleida City Council	<i>"Punt per l'equitat": A space for educational equity in Lleida</i>

**Rooms 06, 08 and 010 [Ground Floor]
Room 11-13 [1st Floor]**

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PRACTICAL INFORMATION

INTERNET CONNECTION

To use the WI-FI

Please, connect to the network “Casa de Convalescència” and then register with the following user and password:

USER: ecass
PASSWORD: wifi2022

RESTAURANTS

Please find here a selection of restaurants near the venue:

1/ [La cuina al punt – TAKE AWAY](#)

Address: C/ de la Independència, 383

Phone: +34 [661 41 22 82](tel:+34661412282)

Type of food: Home-made healthy food

Budget: €

Special menus for ECASS available [here](#). Order before 12am via phone/whatsapp and collect your food at 1'30pm.

2/ [Insòlita Gea](#)

Address: C/ de Sant Antoni Maria Claret, 216

Phone: +34 934335761

Type of food: Organic healthy food

Budget: €€

3/ [Firo Tast Restaurant](#)

Address: Av. De Gaudí, 83

Phone: +34 934507454

Type of food: Mediterranean food and tapas.

Budget: €€

4/ [Green Kiss - Hospital Sant Pau](#)

Address: Av. de Gaudí, 87

Phone: +34 650773572

Type of food: Healthy casual food

Budget: €

5/ [Pizzeria Ninones](#)

Address: Ronda del Guinardó, 114

Phone: +34 934462484

Type of food: Pizza and Italian food

Budget: €

6/ [González & Co tex-mex](#)

Address: C/ de Sant Antoni Maria Claret, 181

Phone: +34 937827354

Type of food: Mexican food. Veggie options.

Budget: €

7/ [A' Cañota](#)

Address: C/ Indústria, 314

Phone: +34 934559096

Type of food: Galician food (seafood, fish) and tapas.

Budget: €€

8/ [Ardèvol](#)

Address: Av. de Gaudí, 8

Phone: +34 934365057

Type of food: Casual, typical home-made food. Tapas and menu.

Budget: €

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ABSTRACTS

GROUP 1. TARGET PROGRAMS FOR EQUITY

[English] [15th Dec] [Room 06] [Chair: Martí Manzano]

Author(s)	Title	Abstract
Danau, P; Delhaye, C.	<i>Projects to decrease school segregation in the City of Brussels</i>	<p>The City of Brussels' Public Instruction Department organizes and funds schools of early childhood, primary, secondary, and tertiary education, as well as other types of non-compulsory education (lifelong learning, instruction in artistic disciplines, games and learning activities in libraries, etc.).</p> <p>Developing initiatives to decrease school segregation is a priority, because the City of Brussels recognizes the essential role of education in the construction of a democratic, fair, united, and respectful society. We aim for our learners to become individuals who are the agents of their own development and who value the importance of an open and harmonious society. Teaching in our schools and educational institutions promotes the fundamental right to instruction and education for each learner, while anticipating society's evolving needs and priorities.</p> <p>In this presentation, we will share some projects and initiatives through which the multidisciplinary team of the Public Instruction administration supports educators in decreasing school segregation of different types, from the perspective of practitioners:</p> <ul style="list-style-type: none">• Ethnic/racial segregation: projects and activities to develop social ties, educational trips and internships abroad to open up to otherness, financial assistance to European and non-European students, free French language courses, (in the near future) the creation of spaces for the parents within schools, as well as places for the exchange of experiences and contacts between members of the educational community, etc.• Gender segregation: fight against menstrual precariousness, prevention of sexual harassment, information on gender issues, mixed physical education classes, etc.• Socio-economic segregation: free school supplies kits, financial support to "non-financeable" students in higher education, information to parents, access to workspaces for all students, free soup for all students at 10am, promotion of pedagogies that support equity (such as inquiry, problem-based teaching, argumentation, dialogue), free extracurricular activities, academic

support activities after class hours, programs to visit and engage in activities in higher education schools for secondary school students, etc.

- Digital segregation: free software, free computers: desktops for all students, free laptops starting the 4th year of secondary school, free touchscreens, free wifi, teacher training in digital education, prevention of online harassment, etc.
- Socio-spatial segregation: building schools in all neighborhoods, accepting all students in the school area, developing accessible public transportation, regional neighborhood contracts to improve neighborhoods quality of life, housing development, the Land Board (temporary lower rent) which promote mixed neighborhoods, etc.
- Literacy segregation in different fields (digital, cultural, civic, health, financial, etc.): libraries open 24/7, open digitally equipped workspaces, network quality, free access to libraries and their activities, the “I like to read since kindergarten” project, free film screenings, free exhibition visits, free theatrical performances, free swimming activities in schools, etc.
- Physical and mental disability segregation: the "disability week" project, infrastructure adaptations to offer access to learners with reduced mobility, “inclusion” coordinators, teacher training, etc.

Although the impact of many of these initiatives has not been researched in depth, we will discuss how these projects and initiatives can support forming a united and fair society in the City of Brussels.

<p>Ferrer, Á.</p>	<p><i>The Alliance for Inclusive Education and Against School Segregation</i> <i>#AIcoleJuntos2030: activism and regulatory changes at national level in Spain</i></p>	<p>In 2020 Save the Children Spain, Secretariado Gitano Foundation and CERMI Spanish Committee of Disability Representatives joined in a NGO coalition focused on policy advocacy to end school segregation In 2030. We have been actively involved in the drafting of recent legislation relevant for school segregation such as the national education act (LOMLOE) and the equality and non discrimination act. We will present these regulatory advances and remaining challenges.</p>
<p>González, V.</p>	<p><i>May social mentoring projects break barriers between citizens in segregated cities?</i></p>	<p>Among life skill training, lowering high school dropout rates or the enhancement of self-esteem and self-confidence, interculturality and deep contact with another person from a different universe take place in social mentoring projects, such as the one implemented by the Nous Cims Foundation since 2019.</p> <p>For the last three years, some of the post-obligatory students taking part in ZING Programme, an intervention project funded and implemented by Nous Cims Foundation, may voluntarily choose to have the support of a mentor person. Those students comes pre-selected by social entities or high complexity high schools across Spain, and are selected taking into account their socioeconomic background, their vocational choose of studies and their motivation and commitment within the program.</p> <p>On the other hand, mentors are older people (usually between 25 and 45 years old), with university studies, who also voluntarily joined the project, and after a selection process that includes a mandatory eight-hours training, are matched with one of the</p>

students. Therefore, they meet at least once every two weeks during one or two academic courses, including the tracking of the technical staff, continuous training and cultural activities offered by the program.

The two main goals of this support from a volunteer mentor are, by one side, to ensure the academic success of the student, as well as to boost their soft skills in order to have more chances to get a quality job. And, by another side, to emotionally support the student in this challenging life transition between being a kid and a student.

And how can this be related to palliate the effects of school segregation? In one academic year, every pair will have around 30 hours of individual talks and activities. This may be a strong tool for social cohesion between very different people, who have very different cultural and economical backgrounds and who could have never probably met naturally in their lives. This relationship, with such a strong contact, may be a compensatory policy with the goal of closing this lack of opportunities for young people from segregated areas in big cities such as Barcelona, Badalona or Santa Coloma de Gramenet, where the project mainly takes place. The resources this young students may get from a 30-hours support of a trained mentor may make a significant difference on their future opportunities, as we can see in the evaluations taken, where the mentee shows very high levels of knowledge and interest about their environment, an increased number of tools for their own planification, and a developed sense of curiosity to learn about new issues and cultures among many other specific points who showed a high increase on the pre-post evaluations.

<p>Montes, A; Parcerisa, L.</p>	<p><i>Magnet alliances in Catalonia: An example of innovation to combat school segregation</i></p>	<p>The 'Magnet Program' was born in 2012 with the purpose of tackling school segregation. This program has been promoted by the Jaume Bofill Foundation and is inspired by Magnet Schools Programmes in the United States, in operation since the 1970s. Its adaptation in Catalonia takes as its starting point the establishment of strategic alliances between disadvantaged schools and local institutions of excellence, which aim to accompany schools in the development of innovative and attractive educational projects that become a benchmark in their territory. This transformation process seeks to turn these schools into 'magnets' for families with different social backgrounds and, therefore, rebalance the social composition of these schools. The main objective of the program is to fight against school segregation based on focal action on schools with an unbalanced social composition with respect to their territory of reference but, on the other hand, have a cohesive teaching team, committed, and motivated to initiate a profound process of school change.</p>
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In this context, this presentation aims to show the main results of the evaluation that has been carried out on the twenty-four participating schools in the first and second waves of the program.

Segurola, M.	<i>The Magnet programme: a catalyst for initiatives against school segregation in Catalonia</i>	<p>The Magnet programme. Alliances for educational success (Catalonia) accompanies schools in developing a transformative project in partnership with an institution of excellence. Its primary goal is to support schools to carry out quality, innovative projects which make it possible to appeal to families from the local area and reduce school segregation. In order to achieve the expected results from those efforts, local governments are asked to implement local strategies to tackle school segregation. The Magnet programme also includes a monitoring process for municipalities to make the most of the existing regulations and to apply extraordinary measures towards segregated schools (Magnet and non-Magnet). This process is mainly based on a “self-diagnosis tool”, which measures municipal involvement in key aspects of desegregation policies and which is run during an intensive interview. Through this process we established a bond of trust with the actors and help them to identify strong points and room for improvement. Based on this tool, they are given a report with specific aspects of improvement, and are asked to reach agreements and to set a roadmap to reduce school segregation throughout the programme. Over the next four years we monitor the implementation of the agreed measures in order to promote the success of the programme and create better schooling conditions in the local sphere.</p>
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GROUP 2. SCHOOL ACTIONS AND RESPONSES

[English] [15th Dec] [Room 08] [Chair: Sheila González]

Author(s)	Title	Abstract
Cordini, M; Cucca, R; Gonzalez Motos, S.	<i>Information Policies: Tools, Strategies and Challenges in Using Information to tackle School Segregation</i>	<p>As previous research has widely shown, school choice (expressed both as home-to-school mobility and as a residential strategy) has a very relevant role in shaping the intensity and the shape of school segregation dynamics at city level. Criteria used by parents to choose one school over others are not straightforward and are strongly influenced by constraints in different spheres: socio-economic conditions, level of education, type and amount of school offers, territorial features. During school choice process, families look for information, facts and evidence that help or support their choice. The type and the amount of information that families access can differ because of differences in what they look for but also because the availability and accessibility to this information are unequally distributed among families. This information asymmetry is mostly explained by the strategic relationship that passes between middle-class families and the school system. Thus, policymakers face a twofold challenge: first, to democratize access to information about different institutional arrangements and schools' characteristics, second, to provide balanced and adequate information to reduce school segregation.</p> <p>We focus on this second challenge. Local authorities have made significant progresses and attempts in the last years in using information as a driver to soften avoiding mechanisms or to hinder dynamics of social closure. This paper discusses and compares the information policies adopted in three urban local contexts (Milan, Barcelona, Oslo) which are characterized by different enrolment rules. On the two extremes, Milan shows a quasi-market educational system where families are free to choose the school they prefer among all the public ones and privates ones, while Oslo school enrolment is based on a strictly residential criteria, where pupils are expected to enrol in their local school. Between these two models, Barcelona has a system of constrained choice, in which each family has a limited number of options but still including all the school supply (public, private and private publicly funded).</p> <p>Through the analysis of the information policies developed in these three cities, we identify the challenges, the strengths and the flaws of the instruments implemented and we critically compare their impacts on the segregation and desegregation dynamics observed in the three contexts. The final goal is to define some policy orientation in terms of information instruments that can apply to diverse contexts but having in common the goal of reducing segregation dynamics.</p>

Ferrer-Esteban, G;
Moschetti, M; Pagès, MI;
Quilabert, E; Verger, A.

*Enacting SAWA reforms
in vulnerable school
settings: Evidence from
Catalonia and
recommendations for
policy*

Education systems have been adopting measures of school autonomy with accountability—SAWA for its acronym—for the past two decades (Verger et al, 2019). These policies are expected to make schools more responsive to the needs of students and their contexts, and incentivise the use of performance data for improvement purposes. Following these premises, schools are expected to engage in a virtuous circle of improvement, which should benefit all students, particularly the most disadvantaged. However, the existing evidence suggests that unexpected effects tend to emerge, often resulting in superfluous school changes (Lubienski, 2007), instrumental behaviours (Au, 2007) and increasing competition between schools (Falabella, 2020). These factors might hinder the intended SAWA benefits, with crucial implications for the most vulnerable schools. To better understand this issue, drawing on the case of Catalonia (Spain), we investigate how vulnerable schools enact the SAWA mandate in quasi-market educational environments.

The methodological strategy of this research is based on a mixed-methods approach that combines statistical analyses with data from a representative survey, with in-depth semi-structured interviews. The survey covers a representative sample of 78 primary and secondary schools out of which 24 are characterized as socioeconomically vulnerable (see Levatino, 2021). Both logistic and linear regression models with fixed effects and interaction terms are carried out, accounting for a set of contextual and individual variables. On the other hand, the qualitative analysis is based on interviews with teachers (n=25) and principals (n=8), in a sample of 8 primary disadvantaged schools. The interviews are conducted following a semi-structured protocol covering different topics of interest (see Parcerisa, forthc.) and have been coded combining inductive and deductive logics.

The preliminary results suggest that SAWA reforms in quasi-market environments are found as a limited policy to foster school improvement in vulnerable school settings. While most schools feel that the triad of autonomy, external evaluation and support is frequently unbalanced along different axes, results show that such equilibrium is intertwined with schools' socioeconomic composition. Our study shows that schools develop different strategies to deal with often conflicting and contradictory policy demands while trying to address diverse and complex students' needs without sufficient administrative support.

Important policy implications derive from our analysis. Disadvantaged schools need to be trusted and supported by educational authorities in a more coherent, systematic, and substantive way. Indeed, by working in isolation, the margins of improvement of most vulnerable schools remain limited. We suggest that a revised accountability system could contribute reversing existing processes of market segmentation. New forms of “incumbent accountabilities” are needed, where the locus of accountability is placed on educational areas instead of single school units. This could contribute to de-stress schools and distribute responsibility among local networks of schools and the public administrations in charge. Furthermore, the object of accountability should overcome the narrow focus on student performance to embrace wider elements related to learning processes and the equity dimensions.

<p>González, I; González, S; Martínez, R; Benito Pérez, R.</p>	<p><i>School Open Days: A Quasi-Commercial Device?</i></p>	<p>As previous research has widely shown, school choice (expressed both as home-to-school mobility and as a residential strategy) has a very relevant role in shaping the intensity and the shape of school segregation dynamics at city level. Criteria used by parents to choose one school over others are not straightforward and are strongly influenced by constraints in different spheres: socio-economic conditions, level of education, type and amount of school offers, territorial features. During school choice process, families look for information, facts and evidence that help or support their choice. The type and the amount of information that families access can differ because of differences in what they look for but also because the availability and accessibility to this information are unequally distributed among families. This information asymmetry is mostly explained by the strategic relationship that passes between middle-class families and the school system. Thus, policymakers face a twofold challenge: first, to democratize access to information about different institutional arrangements and schools' characteristics, second, to provide balanced and adequate information to reduce school segregation.</p> <p>We focus on this second challenge. Local authorities have made significant progresses and attempts in the last years in using information as a driver to soften avoiding mechanisms or to hinder dynamics of social closure. This paper discusses and compares the information policies adopted in three urban local contexts (Milan, Barcelona, Oslo) which are characterized by different enrolment rules. On the two extremes, Milan shows a quasi-market educational system where families are free to choose the school they prefer among all the public ones and privates ones, while Oslo school enrolment is based on a strictly residential criteria, where pupils are expected to enrol in their local school. Between these two models, Barcelona has a system of constrained choice, in which each family has a limited number of options but still including all the school supply (public, private and private publicly funded).</p> <p>Through the analysis of the information policies developed in these three cities, we identify the challenges, the strengths and the flaws of the instruments implemented and we critically compare their impacts on the segregation and desegregation dynamics observed in the three contexts. The final goal is to define some policy orientation in terms of information instruments that can apply to diverse contexts but having in common the goal of reducing segregation dynamics.</p>
<p>Kosunen, S.</p>	<p><i>Stratification of the education market and cycles of educational segregation: conceptualizing the segregation of teachers</i></p>	<p>Concern has been expressed on the European level about the diminishing attractiveness of the teaching profession, the shortage of qualified staff in schools and the growing professional turnover of teachers in segregated education markets. The segregation of teachers, meaning the regionally uneven distribution of qualified staff in affluent, mixed and disadvantaged schools, has aroused only limited scientific attention. Societies and their educational systems may go through vicious cycles of segregation, meaning that the socio-economic segregation of areas and school segregation influence one another, and may influence the professional choices and turnover of qualified teaching personnel. In this presentation I aim to construct more understanding on relations of the processes of urban segregation, school segregation and the segregation of teachers in the general frame of stratification of education by conceptually bringing together the discussions around these phenomena.</p>

GROUP 3. SPACE, DATA AND SEGREGATION

[English] [15th Dec] [Room 010] [Chair: Pol Montemayor]

Author(s)	Title	Abstract
Armadàs À.	<i>Data governance and indicators to address school segregation</i>	<p>Educations systems across the world generate vast amounts of data. However, if this data is not properly governed, that is, generated and actively managed, it will never provide any real value in making strategic, tactical, or operational decisions.</p> <p>Governing data in large systems such as Education is a complex task. Many actors intervene in generating data. Multiple sources of the same (often inaccurate) information that do not match each other are continuously created by different stakeholders. Underlying this problem there are causes such as poor or misguided incentives, unclear processes, and fuzzy definition of responsibilities. Truthful registration is thus hindered, and any data value extraction becomes impossible.</p> <p>In this paper we present a case study on how appropriate data governance principles were deployed to ensure the correct registration and management of school segregation-related data. Our analysis is focused on how previous incentives and procedures resulted in poor and unreliable school segregation data, and how to address these hurdles to achieve high-quality data standards that effectively inform suitable policies.</p> <p>Finally, indicators related to school segregation are presented. Ensuring high-quality data allows both to accurately implement existing indicators or to design tailored indicators.</p>
Bjerkestrand, Ø.	<i>From primary to high school. Changing mechanisms and patterns of segregation</i>	<p>The public community school in Norway is one of the pillars of the welfare state and democracy. The schools must be inclusive and provide the same educational offer to all children, regardless of who they are, where they live or what school they attend. This policy has resulted in few private schools. Less than five per cent of pupils in primary and lower secondary schools in Oslo enter private schools.</p> <p>Primary and lower secondary schools in Oslo have a long tradition of catchment area regulation and funding intends to prevent quality differences and competition between schools. Since about 90 per cent of students enter the primary school in their catchment area, the school population strongly reflects the residential population. In contrast to the catchment area regulation in primary and lower secondary schools, Oslo has citywide admission to upper secondary schools. This means that the entire city is one single catchment area. Admission is only based on grades from lower secondary school. The pupil with the best grades will choose first. This has led to schools being segregated according to the results from lower secondary school.</p> <p>In my presentation, I will explain how the different admission models lead to different ways of segregation. From residential segregation in primary education to performance segregation in upper secondary education.</p>

Cavicchia, R; Cucca, R.	<i>Densification and School Segregation: The Case of Oslo</i>	<p>Urban densification has become a desirable development strategy in several cities. In addition to its environmental benefits, densification is also advocated as able to promote conditions for better coexistence and social mix. This, however, is not supported by solid scientific evidence. Studies, indeed, have shed light on the likelihood of densification to affect neighbourhood composition and residential segregation dynamics, but no attention has been paid so far to understanding the possible consequences on school segregation. As residential and school population composition are strongly intertwined, we argue that densification patterns may be associated with specific dynamics in school segregation.</p> <p>This study may thus pave the way to a better understanding of an understudied relationship. Using Oslo as a case study, we investigate how urban densification, here implemented through a pro-market planning approach and neoliberal housing policies, can be associated with different forms of gentrification and new social divisions that are somewhat mirrored in the school segregation patterns of the city.</p>
Dlabac, O; Amrhein, A; Hug, F.	<i>Social mixing: more equity through intelligent school zoning</i>	<p>The study conducted at the University of Zurich presents a unique algorithm for optimizing school catchment areas aiming for a good social mix of schools while keeping foot walks to school still short and safe. By simulating individual routes to school, the algorithm iteratively searches for acceptable exchanges of street blocks (not of single children!) along the borders of school catchment areas (still 'neighbourhood schools'). The aim is to balance the share of (dis)advantaged pupils (first language, performance, social status) across schools. For all six investigated Swiss cities our study shows that school zoning (and school space planning!) has until now not worked to mitigate the impact of residential segregation. Instead, zoning has simply reproduced or even exacerbated residential segregation in terms of school compositions. At the same time, the algorithm exposes considerable potential for social mixing even within the narrow restraints defined above (short/safe school walks, 'neighbourhood schools').</p> <p>The start-up VILLE JUSTE has further refined this algorithm, considering undesired exchanges (e.g., having to walk past another school, multiplying the route length for pupils located next to a school, siblings allocated to different school units), the simulation of routes by public transportation for the secondary level, as well as the subsequent balanced allocation to single classes (considering previous classmates).</p>

Formiguera, E. *New models of school zoning and new tracks from primary to secondary education in Sant Cugat*

Tools such as school zoning or enrolment between centers of Public primary and secondary can favor social mixing and decrease school segregation. In Sant Cugat, in 2021 we worked to change the two models of zoning and affiliation between public centers in order to make compatible proximity-based models (we went from 2 to 5 school zones, reducing the maximum distance to an educational center to 600 metres; we changed the model of affiliations where all schools had the same institute as second choice) and, in turn, social mixing (placing neighbourhoods with income differences in the same area). All this brings to light a "hidden segmentation" that the indicators did not show.

Sant Cugat, a city in the Barcelona metropolitan area of 94,000 inhabitants, is the fourth municipality in Catalonia with the highest per person income. Its average net income (21,300) almost doubles that of its neighbouring municipalities (Rubí, Sabadell, Cerdanyola or Terrassa). However, Sant Cugat is also the second Catalan municipality with the greatest internal inequality (only behind Barcelona city). Between the more and less wealthy neighbourhood there are differences of 10,000 in per capita income. Several studies carried out by the City Council of Sant Cugat itself begin to detect as problems arising from this social inequality attitudes of racism or classism that manifest themselves in educational establishments.

A key factor distorting the analysis of school segregation in Sant Cugat is the percentage of high income foreign population living in the municipality. The four main foreign nationalities are European and high-per capita (Italy, France, Germany and the United Kingdom) countries. That's why when we started our previous studies, we felt that taking nationality as a reference to analyze school segregation could create some distortion; we tried to tune into income-based indicators.

The latest available reports place Sant Cugat among the Catalan municipalities where school segregation is highest (according to the dissimilarity index: 0.34 to primary and 0.41 to secondary) with 12% of the school population of foreign origin. After a thorough study of several mapped indicators – supported by the City Council Geographical Information Service – and of reaching a certain consensus between the two sectors (public and concerted) –in general terms, the offer of places in Sant Cugat is 52% public and 48% concerted. We put the two new zoning and ascription models in place for the pre-enrolment of the 2022-2023 school year. Although they are still very preliminary, early results indicate that centres showing greater segregation (of both sectors) have begun to perceive changes in the social composition of their students. We believe actions such as these, along with the deployment of other tools such as better detection of students with social NEE or new information and support policies for more capitalised families, will be key to reducing school segregation in our city.

GROUP 4. CASE STUDIES AND POLICIES TO TACKLE SCHOOL SEGREGATION (I)

[Catalan/Spanish. English translation provided] [15th Dec] [Room 11-13] [Chair: Marta Comas]

Author(s)	Title	Abstract
Bosch, M; Garcia, R; Clar, M; Marin, N; López, S.	<i>Identifying vulnerable students: a key for education equity</i>	<p>Decree 11/2021, of 16 February, on the programming of the educational offer and the admission procedure in the schools of the Education Service of Catalonia, is a strategic tool for making a balanced distribution of students at the entry of the system, with a single offer in public centres and private centres supported by public funds and with co-responsibility of all administrations.</p> <p>The ultimate objective is to guarantee all students in the country the same opportunities to achieve educational success, regardless of their social, economic or vital conditions. One of the main axes for ensuring educational equity is to increase the detection of students requiring specific educational support.</p> <p>During the 2021/22 academic year, the objective criteria for detection have been established, which has been increased from 6% to 17%, as a result of a collaborative effort between all the agents involved in combating school segregation.</p>
Castillo, R.	<i>Evolution of the Shock Plan against school segregation in Barcelona from its beginning to the present: contributions to a new paradigm of balanced student distribution.</i>	<p>Implications of the approval of the new admission decree of February 2021 in the Shock plan and future challenges in its implementation in the city. In 2018-19 the Barcelona Education Consortium promotes a Shock Plan against Segregation based on two key instruments: the reserve of seats for socioeconomic vulnerable students in all schools supported by public funds (both public and private subsidized schools) and financial compensation for guaranteeing free schooling for all children in the Shock Plan.</p> <p>The current plan covers from P3 (3 years old) to 1st primary education (6 years old) and the four years of secondary education (12-16 years old). It has been designed as a progressive plan, so every year a new school level is covered. One of the keys to the implementation of the Shock Plan has been the improvement in the identification of socioeconomic vulnerability (from 6% to 16%) and the implementation of systematic identification and registration protocols during the school-year. In these four years of implementation, the procedural, information and support improvements have been. In the 2021 school year, there has been a paradigm shift in the schooling of students with socio-economic and cultural needs. The evaluation, promoted by the Catalan Government (PROAVA programme) and carried out by the GEPS research group of the UAB identified positive points and it is on the base of the new admission law in Catalonia, that aims at reducing school segregation.</p>

<p>Graña, R; Martínez-Garrido, Murillo, F. J.</p>	<p><i>What causes school segregation in Mexico and its states?</i></p>	<p>Different studies have shown that Mexico has very high levels of segregation by socioeconomic status, one of the highest in Latin America and the world (Gutiérrez et al., 2020; Murillo et al, 2023). This study aims to determine some causes of school segregation by addressing two factors:</p> <p>a) Residential segregation and b) private schools (and the type of school in the case of Mexico). The analysis includes microdata from the latest edition of PLANEA for primary education. The dataset includes 104.973 students divided into 3.573 primary schools of the 32 states of Mexico. On the one hand, we correlate the distribution of schools according to their percentage of low- income students with school segregation (measured with the Gorard Segregation index). Secondly, we use the Hutchens Square Root index to decompose segregation into subsystems. First between private and public schools, then distinguishing types of schools in Mexico.</p> <p>The results indicate that residential segregation has a decisive impact on school segregation. Thus, the percentage of schools located in areas with high or very high marginality of the states strongly influences socioeconomic school segregation. Indeed, the linear fit between both variables is 0,59, and the quadratic fit is 0,72.</p> <p>The estimates also indicate that private and community schools have a major impact on socioeconomic school segregation. On the one hand, school segregation for all Mexican schools is 0,20 (according to the Hutchens index), private school segregation is 0,33, and public school segregation barely 0,05. On the other hand, school segregation for general public schools is 0,12 (always according to IH), 0,18 for indigenous schools, 0,58 for community schools, and 0,33 for private schools. With that, the study reveals that this organization of schools in modalities, without deepening into other advantages that it presents, is contributing decisively to school segregation.</p>
<p>Guiral, C; Graña, R; Murillo, F. J.</p>	<p><i>Private schooling and bilingualism in a context of “freedom”: an approach to the effects on SEN school segregation</i></p>	<p>This study aims to determine the impact of private schooling and the Bilingual Program (BP) of the Community of Madrid on school segregation of SEN students in a big city in the south of the Community, namely Getafe. The analysis includes data of all compulsory secondary education students in the city from 2010 to 2021. In the last year analysed, the dataset includes 7.871 students divided into 19 secondary schools. Of them, 3,9% are designated as having SEN. We use Gorard segregation index to estimate changes in school segregation over time. Additionally, we use the Hutchens index to assess the extent to which SEN segregation is due to the uneven distribution of students between private and public schools, also between public bilingual and non-bilingual schools.</p>

GROUP 5. DIVERSITY AND INEQUALITIES

[English] [16th Dec] [Room 06] [Chair: Lluís Parcerisa]

Author(s)	Title	Abstract
Bianchi, D; Cabrera, L.	<i>School segregation effects on the performance of primary school students using TIMSS 2019 data</i>	<p>This paper aims to show how school organisation, pedagogical process and social composition of primary schools in Spain are related; and to evaluate their relative effects on the outcomes of primary school pupils, with a view to propose some lines of intervention in educational policy that may prove effective in containing the impact of early school segregation on socio-educational inequalities.</p> <p>We conjecture that there is a strong association between the social composition of the student body and organisational and pedagogical processes, as early as the second cycle of primary education. As a second hypothesis, we expect a greater relative influence of the social composition of schools on educational results, without dismissing the possible impact on individual performance of the organisational capacity of schools and the limitations to the effectiveness of pedagogical action in schools with a majority social composition of pupils from disadvantaged backgrounds</p>
Termes, A; Checa, J.	<i>Institutional design and mobility patterns in post-compulsory education: transiting the (educational, territorial) periphery of Barcelona</i>	<p>Reducing early school leaving and increasing access to post compulsory education (specially, vocational education and training, VET) have become a cornerstone of the global education agenda (e.g., included in the Sustainable Development Goal 4). In our context (Spain, Catalonia, and Barcelona), in addition, increasing access to post-compulsory education is an even more critical priority, since it is one of the European countries with higher levels of early school leaving and with the lowest levels of access to VET programs. However, this is not an easy challenge. As acknowledged by academic literature, access to academic and VET tracks has been historically characterized by a dichotomous situation, since structural factors (such as socioeconomic background, ethnicity and migratory status, or gender) are heavily intertwined in the processes of choosing academic or vocational tracks. As result, working-class backgrounds, migrant status, and boys are over-represented in VET programs.</p> <p>Nevertheless, we consider that the impacts that institutional design (planning, admission criteria), territorial distribution of school places, and educational mobility patterns have on the access post-compulsory education have been often overlooked by academic literature. To solve this gap, the three objectives of this presentation are: (1) to describe the institutional design, territorial distribution, and mobility patterns of post-compulsory education in the Metropolitan Area of Barcelona (AMB); (2) to analyze the access and mobility patterns of different social groups regarding post-compulsory education; and (3) to discuss the implications of our results in terms of planning of education and educational equity.</p> <p>To do so, our theoretical framework has been inspired by the concepts of stratification of educational systems. We carried out a statistical, descriptive analysis of several databases (among which a census database, N=208.260 students, with information of students' characteristics, mobility patterns, and educational data).</p>

Our preliminary results show that, while academic schools have a homogeneous presence in the region, in contrast, VET schools are concentrated in medium/large municipalities. In addition, we identified a worrying undersupply of school places in many VET programs. Therefore, VET is characterized by a high level of inter-municipal mobility: e.g., 60.4% of VET pupils study in a municipality different from their usual residence. Still, mobility patterns heavily rely on transportation infrastructures, as well as on socioeconomic background (we identified a consistent trend between socioeconomic background and mobility patterns, according to which less well-off students tend to travel less distance). Accordingly, the access to VET programs is very unequal depending on territories and social status.

In conclusion, the institutional design, territorial distribution of school places, and mobility patterns have great impacts in terms of access to post-compulsory education and, therefore, they are a fundamental (although often omitted) variable for educational planning. Moreover, because of the constant trend of ‘metropolization’ of post-compulsory education markets (and the increasing inter-municipal mobility), local entities may become less relevant units for post-compulsory educational planning, but the regional administrations have not always had the technical capacity or the political will to do so (with negative consequences, particularly for the socioeconomically disadvantaged students living in the periphery of Barcelona).

Ulloa Cortés, M. *Educational trajectories and school dropout in Catalunya*

In this article we will analyze one of the main problems that afflicts Spanish education today, such as early school leaving. We will approach it from the trajectories in the primary education of migrant children as refugees in Catalonia. This educational stage is especially important, since it is there, where the academic and cultural identities that will be crucial for the following educational levels are forged, and therefore, analyzing this stage will bring us closer to early school leaving and its causes.

Waitoller, F. *School choice, educational segregation, and Students with Disabilities*

Market driven policies such as school choice programs are prominent forms of public education delivery in the U.S.A., countries in Latin-America (e.g., Chile), Europe (e.g., England, Spain, and Netherlands), and Asia (e.g., Vietnam). School choice proponents argue that introducing market-based logics of consumer-style choice will increase school options and competition, which in turn creates a “rising tide that lifts all boats,” creating general benefits for all students (Hoxby, 2001, 2002).

There is substantial research indicating that these policies increase school segregation in terms of race, ethnicity, and class. Unfortunately, none of this research has attended to a unique group of historically marginalized students: students with disabilities. In this presentation, I draw from my own and other current research to examine three factors related to market-driven reforms that may contribute to the further segregation of students with disabilities, particularly of those from racial and ethnic minority background: (a) The expansion of PPPs and other speciality schools, (c) the closure of traditional neighbourhood schools, and (c) how parents of students with disabilities find information about and select schools. The presentation will end with some recommendations for policy.

GROUP 6. DISCOURSES, IDEOLOGIES AND SEGREGATION

[English] [16th Dec] [Room 08] [Chair: Roger Martínez]

Author(s)	Title	Abstract
Friedrichs, J.	<i>School Segregation and Mixing in English Inner Cities</i>	This article examines ethnic segregation in schools as a field where policy inaction, or non-decision making, is rife. A theoretical framework rooted in historical institutionalism and combining critical junctures with path dependencies enables the study of non-decision making and policy inaction. Moving from non-decision making as a general phenomenon to the specific case of British education policies, the focus is on ethnoreligious segregation between White British and South Asian Muslim students, which has become a salient issue in British politics and society. After a general discussion, the article zooms in on a North English town presenting typical constellations of ethnic segregation and mixing in neighbourhoods and schools. The subsequent policy analysis shows how, from the mid-1980s until recently, non-decision making has been predominant. Given the ongoing problematization of ethnic segregation in British politics and society, a reversal from policy inaction to formal decision-making seems possible. The article offers insight into the inner workings of non-decision making that have wider application, transcending any given locality and policy sphere.
Hidalgo, G.	<i>Social segregation as education quality in parents' narratives of school choice and schooling in Chile</i>	<p>My paper explores parents' understanding of education quality and their relationship with practices that reproduce school segregation in Chile. I address quality as a floating signifier, a term whose meaning is contested by multiple discourses (Jørgensen & Phillips, 2002; Laclau & Mouffe, 1985). This approach helps to reveal the contingent and unstable character of education quality in a shifting political context.</p> <p>Due to its intensified market conditions (school choice, competition, and privatisation), Chilean education is characterised by deep social segregation (Bellei et al., 2019). However, since 2015, the gradual implementation of the "Inclusion Act" has sought to dismantle some of the causes of school segregation by regulating admissions processes, ending co-payment and prohibiting for-profit state-funded institutions. In addition, the people's uprising in October 2019 intensified an ongoing debate about inequality, the neoliberal policies that have shaped people's lives and the state's role.</p> <p>In this shifting political landscape, my study explores how parents, dealing with multiple discourses and positions (education, parenting, citizenship), make sense of education quality in their school choice and schooling narratives. The study involved 20 families (47 interviews) whose children attended state and subsidised private schools implementing the Inclusion Act. The results show that education quality and segregation are highly conflated within parents' narratives. This means that, when discussing education quality, parents articulate meanings and practices embedded in the normalised segregation of the country.</p> <p>This is illustrated in parents' references to the "quality of people", the opposition between state schools and quality, and the money [fee] and quality relationship. In addition, other practices and meanings not explicitly related to segregation, such as student well-</p>

being, are also linked to the social composition of the school in parents' accounts. However, considering the 2019 people's uprising scenario, parents also referred to ideas of education justice, which nonetheless do not imply less segregation.

These findings suggest that normalised segregation makes it difficult for parents to picture a desegregated system, even in their ideal scenarios. By discussing the concept of education quality, my research contributes to the efforts of other scholars in Chile in highlighting the difficulties in desegregating the education system once market policies are implemented and normalised.

Lauri, T; Pöder, K	<i>The Moral Economy of Educational Diversity in Four European 'Choice' Countries</i>	<p>This chapter concentrates on the public preferences over the diversity of education and asks what explains these preferences. Our main variable of interest is the belief in meritocracy as the main explanatory cause behind public preferences. Public preference for educational diversity is operationalised as a composite index comprised of individual attitudes toward parental choice, the role and funding of private schools, comprehensive education, and tracking. We rely on data from four small European countries with relatively similar educational outcomes indicated by pro-choice policies and low between-school variance: Denmark, Estonia, Ireland, and Sweden. Using structural equation model, we show, that belief in meritocracy is explaining preferences over educational diversity, however, some country heterogeneity remains – Sweden is different from the rest. Thick case descriptions aiming to explain how policy makes politics give guides to this heterogeneity.</p>
Manzano, M.	<i>Pro-segregation students'? Celebration of diversity and safety in discourses of students in segregated high schools.</i>	<p>Apparently, school segregation is defined by academics, education policy makers and professionals in schools as a social problem in terms of social justice. However, it is less clear what the most relevant actor in the education system –students– thinks about school segregation or its effects.</p> <p>Based on the idea that no education policy can be made without taking into account students voices, this paper has the aim to describe and explore discourses about the effects of school segregation of students in segregated high schools. For this reason, this paper examines data of a qualitative, longitudinal and visual research that accompanied 18 16-year-old boys and girls in segregated secondary schools in the city of Barcelona throughout their transition to post-compulsory education. According to the analysis of 50 interviews with this sample of students and also with a complementary inspection of discourses of their teachers, I've identified at least two discursive dimensions towards school segregation and its effects that frames it in a positive way:</p> <ol style="list-style-type: none"> 1) Mythologisation of diversity: the high concentration of social and cultural diversity in segregated schools is celebrated as a source of enrichment of students hiding the unfair social dynamics that produce it. Despite the complexity of the everyday live in these schools, it is assumed that being exposed to high levels of diversity will generate automatically high levels of tolerance. In addition, this discourse is founded on a superficial and non-politicised definition of diversity as a sort of juxtaposition of folkloric curiosities rather than an axis of inequality. 2) Segregated spaces as safe spaces: more than once, ethnic dominant majority in Catalonia is conceived by students belonging to an ethnic minority as a hostile group and the principal actor involved in the experiences of discrimination that suffer. Because of that,

students project a differentiation between two symbolically opposed social spaces. On the one hand, the school, conceived as a safe space free from discrimination because the absence of ethnic majority students. On the other hand, the street, where they are at risk of being racially harassed.

Far from proposing a defence of "the advantages of school segregation", this paper concludes any policy against school segregation should take into account these discourses in order not to design interventions that end up intensifying the situation of vulnerability of the groups they are intended to benefit.

GROUP 7. CASE STUDIES AND POLICIES TO TACKLE SCHOOL SEGREGATION (II)

[English] [16th Dec] [Room 010] [Chair: Francisca Bustamante]

Author(s)	Title	Abstract
Cucca, R; Mouratidis, K.	<i>School segregation in a divided city. The case of Oslo</i>	<p>One expected result of the ECASS project has been the elaboration of a system of indicators to monitor the trends of school segregation trends in cities.</p> <p>Within this framework, the paper reports the preliminary results of the first analysis ever performed on the trends about residential segregation (in the catchment areas) and school segregation of pupils attending public primary schools in Oslo. Socio-spatial segregation has traditionally been strong in Oslo, compared to many other European cities. Oslo is considered a dual city, and the dynamics of social polarisation have long origins. Increasing levels of immigration have further strengthened the socio-spatial segregation patterns, as most immigrants have settled in the neighbourhoods where housing is more affordable and socioeconomic deprivation is most visible. Housing policies have also played a fundamental role in shaping segregation dynamics: due to the neoliberal wave of the 1980s, Norway switched in a few years from a social homeownership housing model to a typically neoliberal housing system. In terms of school system, the role of public schools is prominent in an international comparison, as the number of private schools is low (4.5 percent students in primary schools attend a private institution) and they are institutionally highly controlled. Students are mainly allocated to local schools according to their home address. Since 2004, families have had the right to choose a school outside their catchment area, but there is no guarantee of admission, as it depends on the available places in the receiving schools. As the vast majority of students attend their nearest public school, urban segregation has a direct effect on the composition of the schools. The paper describes the trends of school and residential segregation dynamics in Oslo in the last decade.</p>
Martínez-Garrido, C; Guiral, C; Murillo, F.J.	<i>Understanding school segregation in the United Kingdom</i>	<p>The aim of this study is to understand the behavior of school segregation by socioeconomic level in the UK across the time. For this new study, we used the data PISA datasets, generated since 2000. In each cycle of PISA, representative samples of all school types were invited to take part in student assessments and questionnaires from teachers, families and students. PISA assesses the extent to which 15-year-old students have acquired key knowledge and skills in three fundamental areas: mathematics, language and science. Additional information is also obtained on factors associated with learning that allows contextualising the academic performance of students. We use Gorard index to estimate school segregation by socioeconomic status of the families. To achieve the aim of this research, it is necessary that there be no missing data, so in those cases in which there was no information on the socioeconomic status of the families, they were directly eliminated. In 2003 more than a quarter of a million students took part, representing 15-year-olds enrolled in the schools of 41 participating countries. In 2015, approximately 540,000 students completed the assessment, from 72 participating countries and economies. In the UK, 9,535 students from 381 schools were assessed in PISA 2003 and, 141,57 students from 2,200 schools in PISA 2015.</p>

Parma, A; Ranci, C.	<i>School choice: a road to quality or to inequality? Primary school selection in a free-choice context</i>	<p>In Italy, parents are free to choose the primary school for their children without restrictions imposed by catchment areas. Freedom of choice, inspired by quasi-markets mechanisms, aims at fostering competition between schools and at raising educational standards. Analyzing the case of Milan using regression models and administrative data, we study the factors associated with the probability that Italian parents choose a school different from the one closest to their residence area. We focus on both push (the characteristics of local schools) and pull (the features of chosen schools) factors. The findings indicate that Italian parents select schools which are characterized by lower proportion of immigrant students and higher socio-economic status of the student body. Instead, school performances in standardized tests are not statistically associated with parents' decisions to opt out local schools and don't emerge neither as the features of schools most associated to attract not-local students once accounted for socio-economic composition of schools' intakes. Foreign students show similar behaviours only for some aspects and nevertheless with less intensity. The resulting picture is one in which Italian parents put in place "avoidance" strategies to escape schools which are characterized by attendance of a high proportion of immigrant or lower-class students – fostering segregation and concentrations of disadvantaged groups further. This situation can lead to iniquity of the overall educational system.</p>
Trumberg, A; Arneback, E; Bergh, A; Jämte, J.	<i>Struggling to counter school segregation- a typology of local initiatives in Sweden</i>	<p>Swedish compulsory schools are committed to work for equality and social cohesion. Increasing school segregation, however, challenges this commitment. Based on survey data from Swedish municipalities, this article maps and analyses local initiatives that counteract school segregation. We identify three main types of initiatives—reinforcement, dispersal, and merging—and the exogenous (school external) and endogenous (school internal) drivers involved in each of them. The analysis reveals several gaps between the national level, the municipal level and local schools that hamper local efforts to counter school segregation. This article contributes to increased knowledge on how local initiatives of counteracting segregation are constrained by national policies about school choice and independent versus municipal schools, but also how local initiatives tend to focus on organizational dynamics rather than on social and pedagogical processes.</p>
Vigneault, S.	<i>The Plan for a Common Network: Tackling School Segregation in Quebec</i>	<p>Quebec's school system is based on a market-oriented rationale. Schools compete for the most profitable students in terms of income and academic results. By allowing subsidized private schools and selective public schools to choose their clientele, the system creates few winners and many losers.</p> <p>Remedying a school system that has been inequitable for more than half a century is a major political challenge. École ensemble, an association founded by parents in 2017, has responded to this challenge with the launch, last May, of its Plan for a Common School Network, for which the question of equity in education was revisited on new grounds.</p> <p>This 15 mins presentation will</p> <ol style="list-style-type: none"> 1) briefly outline Quebec's segregated school system ; 2) detail the Plan (new statuses of private schools, end of selection, fair catchment areas, transition, financing, elective classes) ; and 3) discuss its political feasibility.

GROUP 8. EQUITY AND EDUCATION IN THE CITY

[Catalan/Spanish. English translation provided] [16th Dec] [Room 11-13] [Chair: Àlex Armadàs]

Author(s)	Title	Abstract
Cadena, À; Soler, M.	<i>Equity Strategies Calibrating and Balancing Learning Environments</i>	<p>In the depersonalized society we live in, educational centres become a catalyst for everything that affects our students and families. It becomes necessary to recover public spaces as socio-educational environments, but also act, think and take measures to improve the well-being of children and adolescents and the community.</p> <p>The educational centre must be flexible and promote a sense of belonging among the community. The culture must be the axis. We have built partnerships for the entire educational community: students, families, organizations, neighbours. We have also worked towards a sense of belonging, well-being and care for the community whilst being equitable with all the students. It has been possible thanks to detailed coordination with social professionals in order to offer these opportunities.</p> <p>Having the social educator and integrator involved as members of the centre, a leadership group, has promoted improvements.</p> <p>As an improvement tool, we created a social mapping of each student. In order to offer equal opportunities, the different organizations that manage leisure activities created a coordination space where all of them agreed to host a number of children at zero cost. The use of external spaces shows the educational work we all do, at the same time that promotes co-responsibility among the community:</p> <ul style="list-style-type: none"> - Enhancing learning - Right to live in and with the environment and the community - Strengthening vulnerable areas with a lack of equipment.
COPAG Granollers	<i>The Commission for the Plan for the Prevention and Treatment of Absenteeism in Granollers</i>	<p>Since the 1996-97 school year, Granollers has had a Plan for the prevention and treatment of absenteeism that includes all the actions taken by schools and secondary schools and the various educational and social services to deal with situations of absenteeism.</p> <p>The Commission for the Plan for the Prevention and Treatment of Absenteeism in Granollers (COPAG) is made up of technicians from the municipal education services, local police, social services, reception office, the psychopedagogical advisory team of the Department of Education and inspection.</p>

Local Service of
Education - Girona
City Council

*Girona Plan for Equity in
Education: a city shared
challenge*

Girona is one of the 10 Catalan cities with more school segregation, according to a study done by the Ombudsman of Catalonia on July 2016: La segregació escolar a Catalunya (I): la gestió del procés d'admissió d'alumnat. It is a worrying situation because school segregation is an inequality factor with serious consequences at all levels.

This is a transversal problem, and as it is, it is necessary to handle it from multiple perspectives, implementing measures from different services and with the complicity of all different actors involved. Accordingly, following the goal to promote equity in education and to reduce the city level of school segregation, and, based on willing, engagement, collaboration and implication of everybody, Girona is working to turn back this situation.

The first step was the signature of Pacte de ciutat per combatre la segregació escolar on July 2020. With this agreement, some strategic lines were drawn up, strengthening the idea that the improvement of education equity is a city challenge. The second step, in order to move forward and to detail actions, was the development of Pla per a l'equitat educativa a Girona, a plan of all the city which is being implemented since school year 2021-222 and until 2024-2025.

Reinforcing the importance of joint responsibility, during the design of the plan, led by the Local Service of Education, was requested an active participation of institutions, educational centres, city organizations, families and citizenship. Thus, the final document is richer and includes different points of view.

The plan is a compilation of objective and assessable actions. It is based on five fundamental principles: right of education, inclusion, social cohesion, equity, and network and personalization. It is organised around three areas: planning and management of places at schools (1st area); educational centre project, organization and functioning (2nd area); and, educational and learning opportunities beyond school time (3rd area). These areas assemble a total of 18 measures, 23 specific goals and 55 actions.

The plan implementation implies a change of approach in the politics developed in all areas of the City Council, as well as in every organization, educational centre leadership, classrooms, teachers... The Catalanian Department of Education is also a key actor, whose implication is needed to involve the entire city in the achievement of this goal.

In order to assess the impact of the actions, a continuing evaluation has been designed. It will help to know the level of achievement of each specific goal and the implementation of each action. Changes can be included in the plan over the years based on the results of this evaluation. The Local Service of Education and the Local Education Council monitor the follow-up and evaluation of the plan. This last one has an active role in the advice and follow-up of all the process.

Local Service of
Education – Lleida
City Council

*“Punt per l’equitat”: A
space for educational
equity in Lleida*

The “point for Educational Equity” (PxEE) is a coordinated space between administrations to prevent segregation and improve reception.

It is linked to the OME, Municipal Education Office, which is the instrument we have articulated in our municipality to attend the families who arrive to the city. It is a good tool to prevent segregation, but also a good example of inter-administrative efficiency that, without added costs and based on the coordination of existing resources, achieves 3 key measures for the fight against segregation and fostering social cohesion of children and young people who arrive to Lleida: the reception of families in the city, the reception at the school and the distribution of students with special needs between city sectors.

To do so, we count with a volunteer network that accompanies newly arrived families in needed. The aim of the PxEE is to influence the improvement of educability factors by working with young people and children and with their families, in an inclusive and personalized way with coordinated work and with all the educational agents of the city. An additional aim is to empower families with knowledge of the educational system and the relationship with the educational administrations as to guarantee their rights.
