

Irregular processes of inclusion and citizenship as experienced by migrant youth: Comparative case study of participatory educational practices in Iceland and Norway

Main objectives of the project:

The I-PIC project (2020 – 2025) is a participatory research initiative that explored the circumstances of youth with immigrant or refugee status regarding democratic education and the development of civic awareness in Reykjavík and Oslo. The goal of the project was to collaboratively develop visual and participatory teaching methods that empower students from immigrant backgrounds to express their own experiences and understanding of citizenship, inclusion, and exclusion. The study examined how schools can lead youth into participatory learning by giving them the opportunity to manifest their perspectives through their own photography and interpretation.

Key findings:


The project's results indicate that teachers utilized the teaching methods developed during the study to create more numerous and diverse spaces for increased student participation and inclusion. Teachers in both Norway and Iceland experienced similar challenges when meeting the needs of students with immigrant and refugee backgrounds, primarily involving a lack of time and space to step outside the framework of traditional teaching practices.


Project outputs:

The project resulted in a collection of peer-reviewed academic articles, conference presentations, student final projects, teaching materials, and other deliverables. Key outputs include a teaching manual published by Miðstöð menntunar og skóláþjónustu (Center for Education and School Services), a photography exhibition featuring student works, and an implementation of these methods in schools within Icelandic and Norwegian educational contexts.

More information on the project:

www.mvsrannsoknir.hi.is 

[IRIS Research Portal](#) 

[Rannmennt](#) 



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Practical value of the project:

Upper secondary school teachers in Iceland and Norway have continued integrating photo voice methods within and beyond their schools, thereby contributing to a broader and ongoing pedagogical innovation based on this project. They have enabled more than 300 students—of both immigrant and local origin—to express their experiences through visual storytelling. This is particularly important for young immigrants and refugees who may face linguistic or social marginalization. The project's findings have been presented both within the academic community and to policymakers, influencing the evolution of teaching practices toward more inclusive school activities. Furthermore, teachers are working to expand the project within their own schools and through regional networks.



The textbooks *Myndamáttur* (The Power of Images) and *Sjálfbærni* (Sustainability) are available on the website of Miðstöð menntunar og skóláþjónustu (Center for Education and School Services).