

**BSA Bourdieu Study Group
Mid Term International Conference**

**Education and Social Inequalities: Between
Reproduction and Change**

5-7 July 2023, Barcelona

Extended Programme



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Conference Organising

The conference is co-organised by the [British Sociological Association's Bourdieu Study Group](#) together with the [Research Centre on Globalisation, Education and Social Policies \(GEPS\)](#) at the [Sociology Department of Autonomous University of Barcelona](#). It counts with the collaboration of the Faculty of Political Sciences and Sociology from the Autonomous University of Barcelona and the [Social Hub of the Jaume Bofill Foundation](#).

Overall Coordination

Aina Tarabini (Autonomous University of Barcelona)

Organising Committee

Paula Arboix (Autonomous University of Barcelona)
Francisca Bustamante (Autonomous University of Barcelona)
Mariona Farré (Autonomous University of Barcelona)
Relmu Gedda (Autonomous University of Barcelona)
Sara Gil (Autonomous University of Barcelona)
Judith Jacovkis (University of Barcelona)
Berta Llos (Autonomous University of Barcelona)
Martí Manzano (Autonomous University of Barcelona)
Alejandro Montes (Complutense University of Madrid)

Scientific Committee

Ruby Brooks (Manchester Metropolitan University)
Marta Curran (Complutense University of Madrid)
Flora Petrik (University of Tübingen)
Rachel Stenhouse (Manchester Metropolitan University)
Amy Stich (University of Georgia)
Derron Wallace (Brandeis University)

Programme Schedule

BSA Bourdieu Study Group's Mid Term International Conference 2023. Barcelona, 5-6-7 July 2023 Programme Schedule			
	DAY 1 (5th July)	DAY 2 (6th July)	DAY 3 (7th July)
8.30-9	Registration		
9-9.30h	Welcome: Prof. Aina Tarabini		
9.30-11	Opening Keynote: Prof. Agnès Van Zanten. Chair/Discussant: Marta Curran	Parallel sessions (4)	Parallel sessions (7)
11-11.30	Coffee break	Coffee break	Coffee break
11.30-13	Parallel sessions (1)	Parallel sessions (5)	Closing Keynote: Prof Diane Reay. Chair/Discussant: Aina Tarabini
13-14	Lunch	Lunch	Conference closing: Prof. Aina Tarabini
14-15.30	Parallel sessions (2)	Parallel sessions (6)	
15.30-15.45	Short break	Short break	
15.45-17.15	Parallel sessions (3)	Keynote Panel (II): <i>Social reproduction, social mobility and the mobilisation of capitals: luck, futures and careers.</i> Speakers: Prof. Louise Archer, Prof. Sam Friedman & Prof. Nicola Ingram. Chair/Discussant: Flora Petrik	
17.15-17.45	Coffee break	Coffee break	
17.45-19.15	Keynote Panel (I): <i>Schooling and (re)production of social inequalities: capitals, habitus and forms of privilege and (dis)entitlement.</i> Speakers: Prof. Claire Maxwell, Prof. Amy Stich & Prof. Derron Wallace. Chair/Discussant: Ruby Brooks	Collective book launch (17.45-18.30)	
19.15-20	Reception and snacks		
20		Social Dinner (self-funded, previous booking)	

Keynote Speakers

Wednesday 5th July 2023

Opening Keynote: Professor
Agnès Van Zanten

Habitus and opportunity.
Students' Experiences of
Upward Mobility in a Market-
Oriented Meritocracy

9:30-11h
Room: Innovació

Keynote Panel I: Professor Claire
Maxwell, Professor Amy Stich
and Professor Derron Wallace

Schooling and (re)production of
social inequalities: capitals,
habitus and forms of privilege
and (dis)entitlement

17:45-19:15h
Room: Innovació

Thursday 6th July 2023

Keynote Panel II: Professor
Louise Archer, Professor Sam
Friedman and Professor Nicola
Ingram

Social reproduction, social
mobility and the mobilisation of
capitals: luck, futures and
careers.

15:45-17:15h
Room: Innovació

Friday 7th July 2023

Closing Keynote: Professor
Diane Reay

Three pressing questions in an
age of austerity and increasing
inequalities, and how Bourdieu
might help us to answer them
Or
I read 4 volumes of Bourdieu's
collected lectures so that you
would not have to

11:30-13h
Room: Innovació

Opening Keynote: Professor Agnès Van Zanten

Wednesday 5th July 2023

9:30-11h

Habitus and opportunity. Students' Experiences of Upward Mobility in a Market-Oriented Meritocracy

Room: Espai Innovació

Chair/Discussant: Marta Curran

Bourdieu's concept of habitus —a system of durable dispositions developed through class-based prime socialisation experiences— has been the object of criticisms and further refinements among researchers close to his perspective. They revolve around the need to consider both the heterogeneity of the contexts in which children in complex societies are raised (Lahire 1998) and the importance of gender, ethnicity, and race as major socializing influences alongside class (Skeggs 1997; McHorvat 2003; Bonilla-Silva 2006).

Taking stock of these arguments, I propose to move the discussion further by considering changes in the dynamics of the field of HE likely to modify how students, especially from lower-class backgrounds, interact with it. Building on the relevant insights provided by previous studies (Lehmann 2013; Reay et al. 2009; Stuber 2011), I pay particular attention to the fact that in addition to contending with membership and merit principles, traditionally serving the interests of the upper class, these students must also adapt to now predominant market-oriented ones (Brown 2000).

The diffusion of these is visible in the worldwide development of holistic admissions into HE (Bastedo 2021) where personal worth is conceived as a combination of traditional academic merit and the possession of market-oriented personal qualities such as an 'enterprising' mindset, leadership skills or drive. The ability to seize opportunity is another of these qualities and indeed equality of opportunity is presently viewed as a competition for (scarce) opportunities among young people showcasing their singular 'talents'.

Focusing on the discourses and experiences of a group of lower-class students having benefitted from a widening participation scheme, I explore how these changes have displaced their aspirations and paths away from the overriding internalization of constraint. I also highlight differences in their willingness and capacity to embrace these new opportunities associated to gender, ethnicity and race and the geographical contexts and schools from which they come from.

Biography

Agnès van Zanten is a Senior research professor working for the Centre National de la Recherche Scientifique (CNRS) at the Centre of Research on Social Inequalities at Sciences Po, Paris. She is interested in class-based educational inequalities, elite education, transition to higher education, positive discrimination and widening participation in higher education and educational markets and policies. She is presently conducting three research studies focusing on the role of personal networks, institutions, and markets in access to higher education, holistic admissions and the experiences of first-year medical students.

Her most recent edited collections and journal issues in English are (with U. Isopahkala-Bouret U. and G. Tholen), "Positionality and social inequality in graduate careers" (*Journal of Education and Work*, vol. 36, n°1, 2023), *Elites in education. Four volumes* (Routledge, 2018), and *Elites, privilege, and excellence: the national and global redefinition of educational advantage* (with S.J. Ball and B. Darchy-Koehlin, Routledge, 2015).



**Keynote Panel I:
Professor Claire Maxwell, Professor Amy Stich
and Professor Derron Wallace
Wednesday 5th July 2023
17:45-19:15h**

Keynote Panel I: Schooling and (re)production of social inequalities: capitals, habitus and forms of privilege and (dis)entitlement

Room: Espai Innovació

Chair/Discussant: Ruby Brooks

Cosmopolitan capital - a new dimension in understanding social inequalities?

Professor Claire Maxwell (University of Copenhagen)

Research consistently highlights that international credentials, fluency in various languages, experience of mobility, and a ‘cosmopolitan’ disposition are valued as outcomes of education and necessary attributes for career trajectories in today’s labour market. Education policy, curricula programmes, individual schools, parental expectations are all stakeholders in promoting this cosmopolitan agenda. Yet, the promotion and articulation of what these cosmopolitan skills and dispositions are, is variable across contexts. This makes their transferability across spaces uneven as well.

Increasingly, scholars are conceptualising these cosmopolitan skills and dispositions as a form of capital which takes on different names and definitions (international, cosmopolitan, multicultural, or even intercultural). Seeking to place cosmopolitan skills and dispositions more firmly within a Bourdieusian framework has significant advantages for the further development of this term and for its application in studying the production and reproduction of social inequalities in a context of globalisation. But a number of issues still need to be debated and developed if we are to take up the idea of cosmopolitan capital as Bourdieusian-informed researchers. First, we need to consider whether it is a capital on its own, with relative autonomy, or a sub-form of cultural capital. Second, we need to study which fields value and promote this capital, why and how. Third, we must examine how transferable this form of capital is across fields, particularly in light of increasing mobility across national borders. Fourth, how do we empirically operationalise this form capital – so we can study it more carefully. This paper will engage with these four questions, as part of a larger endeavour so many of us are engaged with - applying and extending the way we draw on Bourdieu within the study of education.

Biography

Claire Maxwell is a professor of sociology at the University of Copenhagen, Denmark. Her work has two key foci. First, the ways processes of internationalisation and mobility are re-shaping educational provision and boundary work between schools at local, national and transnational scales. She has published three edited books on this topic since 2016 as well as a number of articles – in particular developing the concept of ‘cosmopolitan nationalism’. Second, Claire has been researching the parental and educational strategies of globally mobile professional families – examining how different forms of capital are accumulated and converted, and how relations to ‘home’ and ‘nation’ are constructed. This work is published in journals such as *British Journal of Sociology of Education*, *Discourse: Studies in the Cultural Politics of Education*, *Sociology*, and *Journal of Ethnic and Migration Studies*. Claire is currently working on two large projects funded by public Danish research bodies – on the experiences of high-skilled migrant professionals in Denmark.



Keynote Panel I: Schooling and (re)production of social inequalities: capitals, habitus and forms of privilege and (dis)entitlement

Room: Espai Innovació

Chair/Discussant: Ruby Brooks

In Shadow Capital We Trust: Revisions to the Reproduction of Inequality in Education in the United States

Professor Amy Stich (University of Georgia)

This presentation focuses on shadow capital as a new conceptual tool developed through sustained engagement with Bourdieu's conceptual tools in the United States. As a form of cultural capital and a product of advanced contemporary neoliberal economies, shadow capital is arguably hyper-visible within the US education system. Like a shadow, its blurred edges require a critical lens to better "see" its structure and consequences, but once identified, it shows itself across all levels of US education – from primary to secondary schools to higher education. As reminiscent of the expression imprinted on the American dollar, In God We Trust, Americans place the same hard faith in the accumulation of dominant cultural capital as a means for social mobility and future economic prosperity. However, placing faith in the accumulation of cultural capital that is dominant in image only (shadow capital) has lasting consequences for individuals positioning within an adaptive system that continues to reproduce class-based and racial inequality. In this presentation, the author will define and discuss shadow capital as a potential tool for the analysis of educational inequality.

Biography

Amy E. Stich (she/her) is an associate professor at the Louise McBee Institute of Higher Education at the University of Georgia in the United States. Stich uses sociological perspectives and qualitative approaches to examine issues of inequality of educational access, opportunity, and outcome relative to social class and race. Stich's research has been supported by the National Academy of Education/Spencer Foundation, the National Science Foundation, and the William T. Grant Foundation. Stich is the author of numerous publications, including *Access to Inequality: Reconsidering Class, Knowledge, and Capital in Higher Education*, and is co-editor of *The Working Classes and Higher Education: Inequality of Access, Opportunity, and Outcome*. Stich serves as a member of the Editorial Advisory Board of the *British Journal of Sociology of Education* and the Editorial Review Board of *The Journal of Higher Education*. At the McBee Institute, Stich teaches graduate-level courses in qualitative inquiry and social theory.



Keynote Panel I: Schooling and (re)production of social inequalities: capitals, habitus and forms of privilege and (dis)entitlement

Room: Espai Innovació

Chair/Discussant: Ruby Brooks

On the Postcolonial Habitus: Race, Power & Class Work in Schools

Professor Derron Wallace (Brandeis University, Boston)

In this talk, I examine the influence of the postcolonial habitus in shaping immigrant Black Caribbean parents' perceptions of schooling in London and New York City public (state) schools. This talk explores the influences of British and US colonialism on Caribbean schooling, and how this in turn shaped immigrant parents' habits of mind regarding what schooling would be like in London and New York City. The findings suggest that for Caribbean parents in London, British schooling was a distinct model of "excellent" schooling, which these parents had experienced in modified form in the postcolonial Caribbean but anticipated their children would encounter the best of in the "mother country." In New York City, in contrast, Caribbean parents considered schooling 'back home' more academically rigorous than the American educational system. They assumed that New York City's public high schools were of generally low quality, with lax grading and a lack of appropriate discipline. Popular assumptions about the crisis of urban schools based on Hollywood movies broadcast by US cable networks in the Caribbean made parents protective of their children before they even arrived in New York. At its core, this talk highlights the influence of British and American imperial structures on immigrant Black Caribbean parents' postcolonial habitus.

Biography

Derron Wallace is Assistant Professor of Sociology and Education at Brandeis University in Boston, USA. He is currently a Fulbright Scholar in the Department of Sociology at Durham University and Research Fellow at the Centre on the Dynamics of Ethnicity at the University of Manchester. A sociologist of race, ethnicity and education, Wallace's research focuses on structural and cultural inequalities in urban schools and neighbourhoods as experienced by Black youth. Wallace's research has received awards and commendations from the American Educational Research Association, the Comparative and International Education Society and the British Sociological Association.

With wide-ranging experiences in educational activism, analysis, policy and research, Wallace has worked with nomads in Ethiopia, young people with disabilities in Rwanda, immigrant youth in London, economically disadvantaged rural youth in Jamaica, English language learners in Thailand and gifted students in New York City. He served as Special Assistant to the Minister of Education in Rwanda. He also worked as a consultant with schools and district authorities in London.



**Keynote Panel II:
Professor Louise Archer, Professor Sam Friedman
and Professor Nicola Ingram
Thursday 6th July 2023
15:45-17:15h**

**Keynote Panel II: Social reproduction, social mobility and the mobilisation of
capitals: luck, futures and careers**
Room: Espai Innovació
Chair/Discussant: Flora Petrik

Luck, agency, structure and Bourdieu: A longitudinal analysis of factors enabling social mobility among working-class young people from age 10-21

Professor Louise Archer (University College London)

Scant sociological attention has been given to the role of luck within social mobility/ reproduction. My contribution draws on a recent paper (Archer et al., 2023) that helps address this conceptual gap, drawing on insights from over 200 longitudinal interviews conducted with 20 working-class young people and 22 of their parents over an 11-year period, from age 10-21. The paper explores the potential significance of luck within the trajectories of 13 educationally mobile young people who were the first in family to go to university, six young people who achieved similar educational levels to their parents and one young person whose status was less clear cut. Analysis suggests that particular forms of luck may be instrumental in creating opportunities for social mobility, although the consequentiality of these are mediated through interplays of agency, structure, habitus and capital. It is argued that paying further attention to luck may help augment sociological understandings of structure/agency and Bourdieusian understandings of social reproduction.

Biography

Professor Louise Archer holds the Karl Mannheim Chair in Sociology of Education at UCL. Her research seeks to understand educational identities and inequalities, particularly in relation to social class, gender and race/ethnicity across primary, secondary, higher and informal learning contexts. She has authored over 100 academic publications and has directed numerous large-scale national and international research studies, including the 11 year, ESRC-funded ASPIRES study, a mixed methods research project examining what shapes the trajectories of young people from age 10-21. Louise is particularly interested in participatory approaches, working with teachers, professionals and young people in ways that can support more equitable educational policies and practices. The impact of her research on supporting diversity and inclusion in STEM has been recognised through prizes from the Royal Society (2022), ESRC (2020) and British Educational Research Association (2019).



Keynote Panel II: Social reproduction, social mobility and the mobilisation of capitals: luck, futures and careers

Room: Espai Innovació

Chair/Discussant: Flora Petrik

The Meaning of Merit: Talent versus hard work legitimacy in Denmark and the UK

Professor Sam Friedman (London School of Economics)

Elites often use merit to explain, justify and make sense of their advantaged positions. But what exactly do they mean by this? In this paper we draw on 71 interviews with elites in Denmark and the UK to compare self-justifications of meritocratic legitimacy. Our results indicate that while elites in both countries are united by a common concern to frame their merits as spontaneously recognized by others (rather than strategically promoted by themselves), the package of attributes they foreground vary significantly. In the UK, elites tend to be ‘talent meritocrats’ who foreground their unique capacity for ideational creativity or risk taking, innately good judgment, and ‘natural’ aptitude, intelligence or academic ability. In contrast, in Denmark, elites are more likely to be ‘hard work meritocrats’ who emphasise their unusual work ethic, extensive experience (as a signal of accumulated hard work), and contributions outside of work, particularly in civil society. We tentatively argue that one explanation for this cross-national variation is the role that different channels of elite recruitment play in amplifying legitimate notions of merit. In the UK, for example, elite private schools act to nurture ideas of exceptionalism and natural talent, whereas in Denmark elite employers socialize the connection between hard work and success. These findings suggest that nationally-specific understandings of merit can have quite different implications for the legitimization of inequality.

Biography

Sam Friedman is Professor of Sociology at the London School of Economics. He has published widely on class, social mobility and elites, and is the co-author of *The Class Ceiling: Why it Pays to be Privileged*, *Social Class in the 21st Century* and the author of *Comedy and Distinction: The cultural currency of a ‘good’ sense of humour*. He has a new book (with Aaron Reeves) on the history of the British elite that will be published by Harvard University Press in 2024.



Keynote panel II: Social reproduction, social mobility and the mobilisation of capitals: luck, futures and careers

Room: Espai Innovació

Chair/Discussant: Flora Petrik

What's Luck got to do with it? Social mobility pathways, challenges and graduate outcomes

Professor Nicola Ingram (University College Cork)

This paper considers social mobility and graduate transitions through the lens of 'luck' and 'fate'. Drawing on a seven year qualitative longitudinal study, it examines the decision-making processes involved in seeking to achieve a 'bright future' that includes social mobility for working-class young people. These decision-making processes are regarded as situated and ongoing occurrences – a complex interplay of structure and agency, with habitus (the internalization of structure that informs agency) as the guiding principle, rather than as a one-off moment of choice. We therefore consider the unfolding of young adults' lives as a process or a series of 'happenings' or experiences that orientate them towards what might be construed as a fateful outcome based on luck. This connects with, but moves beyond, Giddens' (1991: 113) notion of 'fateful moments': 'Fateful moments are times when events come together in such a way that an individual stands, as it were, at a crossroads in his existence; or where a person learns of information with fateful consequences.' While Giddens conceptualizes fate as a time for agency at key points in existence where a person encounters moments of critical decision making, this paper considers fate as an ongoing and everyday process in which outcomes are a result of a continuous response of the habitus to the world (field) as it presents itself. The paper questions the conceptual use of 'luck' or fate in sociological analyses.

Biography

Nicola Ingram is Professor of Education and Head of the School of education at University College Cork. She has written many books and papers on educational inequalities and her work is underpinned by Bourdieusian theory. She is one of the co-founders of the BSA Bourdieu Study Group and has recently stepped down from this role after co-convening the group for over 10 years. Her latest book (co-authored with her colleagues from the Paired Peers project) is titled, *The Degree Generation: the Making of Unequal Graduate Lives*, and was published by Bristol Policy Press in June 2023.



Closing Keynote: Professor Diane Reay

Friday 7th July 2023

11:30-13h

Three pressing questions in an age of austerity and increasing inequalities, and how Bourdieu might help us to answer them

Or

I read 4 volumes of Bourdieu's collected lectures so that you would not have to

Room: Espai Innovació

Chair/Discussant: Aina Tarabini

Much of Bourdieu's scholarship is a process of asking questions, and then working through how we might answer them. So, in the spirit of Bourdieu, I have chosen three pressing questions for the 2020s and my talk is an attempt to use Bourdieusian thinking to begin to answer them.

My three questions are:

In an age of rapid and constant change why are power dynamics so difficult to shift?

Why doesn't social mobility work, even for the socially mobile?

Does the educational system have any part to play in transforming society for the better (and fairer)?

Following Bourdieu meant that thinking through the questions I posed often elicited different new questions that came up in the process of trying to reach an answer to the first question. So this talk takes a Bourdieusian scenic route rather than the main highway. I conclude that Bourdieusian theory and insights, although always helpful, leave academics and activists with a blurred landscape they need to do the work of making distinct.

Biography

Diane Reay grew up as a free school meal pupil on a large council estate in England and was the first in her family to go to university. She became an inner city, primary school teacher for 20 years, trying to make education a more positive experience for working class children than it had been for her. It was her failure to achieve this that led to a change in direction and a research career in order to understand working class educational experiences. Since then she has researched educational inequalities at all stages of education over a period of thirty years. She has worked extensively with Bourdieu's social theory, publishing over 50 papers that work with his conceptual tool-kit. She is now Emeritus Professor of Education at the University of Cambridge. The second edition of her book *Miseducation: Inequality, Education and the Working Classes* will be published by Policy Press in 2024.



Programme Grid

BSA Bourdieu Study Group's Mid Term International Conference 2023. Barcelona, 5-6-7 July 2023				
Programme Grid: Paper sessions and symposia				
DAY	5th July			
TIMETABLE	Parallel Session 1: 11.30-13.00			
SESSION	Session A	Session B	Session C	Session D
STREAM	Primary and secondary education	Higher education	Elites	Bourdesian tools and theories
ROOM	Espai Co-creació	Espai Equitat	Espai Compromís	Espai Innovació
TYPE	PAPER SESSION	PAPER SESSION	PAPER SESSION	SYMPOSIUM: Understanding Educational Inequalities with and beyond Bourdieu and Passeron: relevance, limits and open pathways
AUTHORS	Author 1: Nofar Eini and Avih Shoshana	Authors 1: Flora Petrik and Maria Keil	Author 1: Ed Penn	Authors 1: Carlos Alonso Carmona, Enrique Martín-Criado and Juan Castillo Rojas-Marcos
	Author 2: Elias Paludo	Authors 2: Jenni Tikkanen and Ulpukka Isopahkala-Bouret	Author 2: Angélica Bonilla	Author 2: Marta Curran
	Author 3: Rosie Fox	Author 3: Sarah McLaughlin	Author 3: Paulina Rodríguez	Author 3: Javier Rujas
	Author 4: Amal Hamid			Authors 4: Isaac González Balletbò, Ricard Benito and Roger Martínez
CHAIRS	Chair: Alejandro Montes	Chair: Francisca Bustamante	Chair: Sara Gil	Chair: Javier Rujas Discussant: Marie Verhoeven

DAY	5th July			
TIMETABLE	Parallel Session 2: 14.00 - 15.30			
SESSION	Session A	Session B	Session C	Session D
STREAM	Primary and secondary education	Higher Education	Teachers and Families	Bourdesian tools and theories
ROOM	Espai Co-creació	Espai Equitat	Espai Compromís	Espai Innovació
TYPE	PAPER SESSION	SYMPOSIUM: Reproduction of inequalities in higher education: transitions, choices and permanence of students in Chile and Ecuador	PAPER SESSION	SYMPOSIUM: Neuroscientific insights for habitus reproduction and change
AUTHORS	Author 1: Quentin Maire	Author 1: Carlos Palma-Amestoy	Authors 1: Melody Yin and Michael Mu	Authors 1: Nicola Ingram and Paul Holmes
	Author 2: Francesca Mccarthy	Author 2: Francisca Bustamante	Author 2: Ronni Laursen	Authors 2: Paul Holmes and Nicola Ingram
	Authors 3: Carina Carlhed Ydhag, Ali Osman and Niclas Månsson	Author 3: Relmu Gedda	Author 3: Cristina Azaola	Authors 3: Paul Holmes and Nicola Ingram
	Author 4: Suneal Kolluri		Authors 4: Stephanie Sanders-Smith, Giselle Martinez Negrette, Tanya Cordoba and Jady Laixley	
CHAIRS	Chair: Berta Llos	Chair: Relmu Gedda Discussant: Alejandro Montes	Chair: Martí Manzano	Chair: Nicola Ingram

DAY	5th July			
TIMETABLE	Parallel Session 3: 15.45 - 17.15			
SESSION	Session A	Session B	Session C	Session D
STREAM	Primary and secondary education	Higher education	Teachers and Families	Elites
ROOM	Espai Innovació	Espai Equitat	Espai Co-creació	Espai Compromís
TYPE	SYMPOSIUM: Against all odds: Educational transitions and aspirations in the light of social inequality	PAPER SESSION	PAPER SESSION	PAPER SESSION
AUTHORS	Author 1: Sara Gil	Author 1: Ruth Brooks	Authors 1: Caroline Oliver and Carol Vincent	Authors 1: Roger Martínez and Jason Torkelson
	Author 2: Mariona Farré	Authors 2: Annette Hayton and Joanne Moore	Author 2: Ander Alonso-Pastor	Authors 2: Mirit Haybi and Avihu Shoshana
	Author 3: Flora Petrik	Author 3: Helene Snee	Authors 3: Jiri Safr and Martin Vávra	Author 3: Oakleigh Welply
CHAIRS	Chair: Sara Gil Discussant: Aina Tarabini	Chair: Berenice Scandone	Chair: Judith Jacovkis	Chair: Martí Manzano

DAY	6th July			
TIMETABLE	Parallel Session 4: 9.30-11.00			
SESSION	Session A	Session B	Session C	Session D
STREAM	Policy analysis	Teachers and families	Bourdesian tools and theories	Elites
ROOM	Espai Co-creació	Espai Equitat	Espai Innovació	Espai Compromís
TYPE	PAPER SESSION	PAPER SESSION	SYMPOSIUM: Thinking Multiple and Intersectional Educational Inequalities with Bourdieu? (Part I)	PAPER SESSION
AUTHORS	Author 1: Albert Garcia Arnau	Author 1: Michael Mu	Author 1: Elif Keskiner	Authors 1: Martin Myers and Kalwant Bhopal
	Authors 2: Daniel Vazquez, Miriam Prieto and Jesus Manso	Author 2: Emily Lau	Author 2: Marie Verhoeven	Author 2: Eszter Berenyi
	Authors 3: Ruby Brooks and Juliette Wilson-Thomas	Authors 3: Hila Hagage Baikovich and Miri Yemini	Authors 3: Jente De Coninck, Wendelien Vantieghem and Peter Stevens	Author 3: Adél Pásztor
	Author 4: Gulsah Turk-Yigitalp	Author 4: Ilanit Pinto		
CHAIRS	Chair: Marta Curran	Chair: Paula Arboix	Chair: Geraldine André Discussant: Aina Tarabini	Chair: Mariona Farré

DAY	6th July			
TIMETABLE	Parallel Session 5: 11.30-13.00			
SESSION	Session A	Session B	Session C	
STREAM	Primary and secondary education	Higher Education	Bourdesian tools and theories	
ROOM	Espai Co-creació	Espai Equitat	Espai Innovació	
TYPE	PAPER SESSION	PAPER SESSION	SYMPOSIUM: Thinking Multiple and Intersectional Educational Inequalities with Bourdieu? (Part II)	
AUTHORS	Authors 1: Meghna Nag Chowdhuri and Louise Archer	Authors 1: Iva Odak and Saša Puzić	Authors 1: Marie-Pierre Moreau, Kate Hoskins and Ellen McHugh	
	Author 2: Ye Cao	Author 2: Elena Gremigni	Author 2: Maxime Michiels	
	Author 3: Sophie Harris	Author 3: Biorn Ivemark	Authors 3: Géraldine André and Andrew Crosby	
	Author 4: Fiorenzo Parziale			
CHAIRS	Chair: Ruby Brooks	Chair: Flora Petrik	Chair: Marie Verhoeven Discussant: Aina Tarabini	

DAY	6th July			
TIMETABLE	Parallel Session 6: 14.00 - 15.30			
SESSION	Session A	Session B	Session C	
STREAM	Bourdesian tools and theories	Higher Education	Policy analysis	
ROOM	Espai Innovació	Espai Equitat	Espai Co-creació	
TYPE	SYMPOSIUM: Educational subjectivities beyond class and time	PAPER SESSION	SYMPOSIUM: Policy enactment as a field of contestation: school actors' interpretations, negotiations and appropriations	
AUTHORS	Author 1: Alejandro Montes	Author 1: Dareen Assaf	Authors 1: Lluís Parcerisa and Marcel Pagès	
	Author 2: Berenice Scandone	Author 2: Furkan Uzan	Authors 2: Alejandro Caravaca and Berta Llos	
	Author 3: Martí Manzano	Author 3: Manny Madriaga	Authors 3: Marcel Pagès, Edgar Quilabert, Gerard Ferrer, Mauro Moschetti and Antoni Verger	
		Authors 4: Ruby Brooks and Melanie Hall		
CHAIRS	Chair: Martí Manzano Discussant: Judit Jacovkis	Chair: Relmu Gedda	Chair: Berta Llos Discussant: Miriam Prieto	

DAY	7th July			
TIMETABLE	Parallel Session 7: 9.30-11.00			
SESSION	Session A	Session B	Session C	
STREAM	Policy analysis	Higher Education	Bourdesian tools and theories	
ROOM	Espai Co-creació	Espai Equitat	Espai Innovació	
TYPE	SYMPOSIUM: School choice and the mobilisation of forms of capital	SYMPOSIUM: Challenges of education-driven social mobility of racialised minorities through a Bourdieusian lens	PAPER SESSION	
AUTHORS	Author 1: Carlota Caciagli	Authors 1: Ábel Bereményi, Judit Durst and Zsanna Nyíró	Author 1: Marco Pitzalis	
	Authors 2: Marta Cordini and Andrea Palma	Author 2: Denisse Sepúlveda	Author 2: Tim Winzler	
	Authors 3: Xavier Bonal and Sheila González	Author 3: Laura Batatota	Author 3: Sol Gamsu	
			Authors 4: Naoki Iso, Ayumu Chinen and Takashi Hiraishi	
CHAIRS	Chair: Xavier Bonal Discussant: Marcel Pagès	Chair: Judit Durst Discussant: Miklós Hadas	Chair: Javier Rujas	

Parallel Sessions Details

Wednesday 5th July 2023

Parallel Session 1 11:30 – 13h

Stream: Primary and secondary education

Paper Session

Room: Espai Co-Creació

Chair: Alejandro Montes

Nofar Eini and Avih
Shoshana

Vocational habitus and future orientation among vocational
education students in Israel

Elias Paludo

Schooling in popular classes: the students' perception of school

Rosie Fox

Promoting 'fundamental British values': the inextricable promotion
of the middle-class, white and 'correctly' mobile citizen

Amal Hamid

English in Pakistan's Education System: A Tool for Social Mobility or
Social Exclusion

Stream: Higher Education

Paper Session

Room: Espai Equitat

Chair: Francisca Bustamante

Flora Petrik and Maria
Keil

Intersectionality, Spatiality and Temporality – Relational Perspectives
on Social Class in the Life Course

Jenni Tikkanen and
Ulpukka Isopahkala-
Bouret

Bourdieuian Capitals and Reflexivity in Disrupted Educational
Trajectories - A case of involuntary gap years

Sarah Mclaughlin

Understanding racialised elements of habitus of working class
women on an Access to HE course – Implications for praxis

Stream: Elites

Paper Session

Room: Espai Compromís

Chair: Sara Gil

Ed Penn

Institutional doxa and reflexive resistance: meritocracy and fairness
in an elite university's foundation year programme

Angélica Bonilla

Studying elite students' subjectivities: justification and implications
for a critical sociology

Paulina Rodríguez Segregated inclusion: Elite universities and the dynamics of inclusion of working-class young women

Stream: Bourdesian tools and theories *Symposium Session*
Room: Espai Innovació *Chair: Javier Rujas*
 Discussant: Marie Verhoeven

Carlos Alonso Carmona, Enrique Martín-Criado and Juan Castillo Rojas-Marcos The Misadventures of Pedagogical Authority. A case study

Marta Curran Disentangling home-school relationships when dealing with students at risk of dropping out school. An analysis based on the concepts of family and institutional habitus

Javier Rujas The categories of school judgment: teachers' habitus and the making of school failure in secondary education

Isaac González Balletbò, Ricard Benito and Roger Martínez Relational infrastructure and reproduction in schools: an interactional rereading of Bourdieu

Parallel Session 2
14 – 15:30h

Stream: Primary and secondary education *Paper Session*
Room: Espai Co-Creació *Chair: Berta Llos*

Quentin Maire Cultural capital and curricular hierarchies: classed and gendered logics of academic distinction in Australian high schools

Francesca McCarthy Surviving the symbolic violence of academically selective education in England: A Bourdieusian analysis of the lived experiences of 'near-miss' pupils

Carina Carlhed Ydhag, Ali Osman and Niclas Månsson The use of "illusio" in the analysis of students' drive to perform well academically

Suneal Kolluri Relationships, Advanced Classes, and Bourdieusian Fields in a U.S. Urban School

Stream: Higher Education *Symposium Session*
Room: Espai Equitat *Chair: Relmu Gedda*
 Discussant: Alejandro Montes

Carlos Palma-Amestoy	Higher education aspirations and class reproduction: horizons, micro-practices, recognition and misrecognition
Francisca Bustamante	Highly selective study choices and social inequality under Ecuador's higher education access system
Relmu Gedda	Permanence of first-generation students in universities of southern-central Chile. The institutional habitus and the experiences of persistence in higher education
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Stream: Teacher and families	<i>Paper Session</i>
Room: Espai Compromís	<i>Chair: Martí Manzano</i>
Melody Yin and Michael Mu	Examination-oriented or quality-oriented? Transitioning experience in an alternative teacher preparation program
Ronni Laursen	Resistance and digital and managerial capital. The strategies of teachers in handling a mandatory change of practice - The enactment of a learning management system in Danish schools
Cristina Azaola	Challenges of working in undervalued technical schools. A continuum between discourses of deficit and trust
Stephanie Sanders-Smith, Giselle Martinez Negrette, Tanya Cordoba and Jady Laixley	Examining Progressive Teachers' Adaptation to a Changing Field During the Covid-19 Pandemic
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Stream: Bourdesian tools and theories	<i>Symposium Session</i>
Room: Espai Innovació	<i>Chair: Nicola Ingram</i>
Nicola Ingram and Paul Holmes	Neuroscientific insights for cleft habitus
Paul Holmes and Nicola Ingram	Using multimodal layered imagery to adapt future memories of young people in educational settings
Paul Holmes and Nicola Ingram	Using Vector Theory to Guide Affective Field Influence on Habitus

Parallel Session 3
15:45 – 17:15h

Stream: Primary and secondary education
Room: Espai Innovació

Symposium Session
Chair: Sara Gil
Discussant: Aina Tarabini

Sara Gil	“If that actress reached far I can too”. Young people’s aspirations, perceived opportunities and social position
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Mariona Farré	Spatializing inequalities in upper secondary transitions: the role of educational planning policy
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Flora Petrik	The Biographical Complexity of Social Mobility: Emotion, Space and Time in Transition
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Stream: Higher Education
Room: Espai Equitat

Paper Session
Chair: Berenice Scandone

Ruth Brooks	Between Two Worlds - Reproducing Social Inequality in the Transition from Higher Education to the Graduate Labour Market
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Annette Hayton and Joanne Moore	Exploring experiences of higher education outreach during the pandemic
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Helene Snee	Intersectionality and temporality in social mobility: a case study approach to nursing education trajectories
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Stream: Teacher and families
Room: Espai Co-creació

Paper Session
Chair: Judith Jacovkis

Caroline Oliver and Carol Vincent	Parenting autism: A Bourdieusian interpretation of the interactions of parents of autistic children with mainstream schooling
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Ander Alonso-Pastor	Examining the Reproduction of Cultural Capital through Socioeconomic Segregation in Peruvian Secondary Schools: A Spatial Autocorrelation Analysis of Parental Education and its Impact on Student Outcomes
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Jiri Safr and Martin Vávra	Inequalities in education: parental involvement in education and its implications during the COVID-19 school closures in Czech Republic
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Stream: Elites/Symbolic violence
Room: Espai Compromís

Paper Session
Chair: Martí Manzano

Roger Martínez and
Jason Torkelson

Youth Cultures and Educational Inequalities: New Usages of the
Bourdiesian notions of Distinction and Social Capital

Mirit Haybi and Avihu
Shoshana

Ethnic Mobility: Ethno-Class Identities and Self-Negation

Oakleigh Welply

Beyond modernity? Revisiting Bourdieu's notions of language and
symbolic power through a postcolonial lens

Paper Session 1A: Wednesday 5th July 2023

11:30 – 13h

Stream: Primary and secondary education

Room: Espai Co-Creació

Chair: Alejandro Montes

Vocational habitus and future orientation among vocational education students in Israel

Nofar Eini, Aviuh Shoshana (Bar Ilan University)

This article offers an interpretive examination of the future orientation of students in vocational schools as part of their vocational habitus. Vocational habitus is defined as ‘a powerful aspect of the vocational culture: the combination of idealised and realised dispositions to which students must orient themselves in order to become “the right person for the job”’ (Colley 2006, 25). This definition is based on the concept of Bourdieusian habitus. Bourdieu (1984) described habitus as the internalisation of social order in terms of dispositions, life views, emotional orientations, and aspirations. Bourdieu, therefore, suggested that the habitus includes not only dispositions or past experience but also future aspirations or future orientation, or as Forbes and Lingard (2015, 118) defined it, ‘While habitus is the embodiment of the past. It also frames the future’.

Future orientation refers to the images that individuals have regarding their future as they describe it, informed by hopes, experiences, planning desirable events, and fears about experiences and life events relating to different life domains (Seginer 2009). Future orientation is, therefore assertions of habitus.

Exploring future orientation among vocational school students is particularly important because these schools are described in many countries as spaces of educational failure, second chance or ‘last chance’ schools (Woronov 2011), populated by students who have dropped out of normative educational settings. Many studies worldwide have portrayed vocational schools as ethnicised, racialised, and classed spaces (Avis et al. 2017).

Through in-depth interviews with 30 adolescents (16 boys, 14 girls), the study identified three key future orientations: (1) the vague use of the term ‘success’ in the absence of an accompanying description of specific goals for achieving that success; (2) the future described through ‘hard individualism’—a future replete with many challenging anticipated scenarios: constant struggles to achieve goals, lack of control, and an inability to predict reality, becoming accustomed to failures, and self-reliance; (3) preference for occupational independence or being solo self-employed, partially motivated by a desire to avoid future experiences of subordination, exploitation, and humiliation.

The effects and implications of vocational school students' structural vulnerabilities and experiences of social exclusion on their future orientations are discussed. Further research of future orientation is critical in its role as a component of vocational habitus to achieve a complex understanding of the educational work in different educational contexts.

Schooling in popular classes: the students' perception of school

Elias Paludo (Universidade Federal de Santa Catarina)

Brazilian schooling underwent major transformations recently with the universalization of basic education and with the obligation of high school, providing the inclusion of social groups previously excluded from school. However, this process was accompanied by numerous difficulties, such as school dropout. In 2018, of 19-year-olds, only 63.5% had completed high school. Therefore, the dropout rate, along with other issues, has raised a broad debate in Brazilian sociology about the new school inequalities. In this sense, the present work, which is organized in the format of a case study, investigates the schooling process of a school in the outskirts of Florianópolis, in a community of quilombola origin that has a public-private partnership school. It is important to note that this is a community that went through a ghettoization process, closed in on itself because of the racism it suffered. This school is managed by a teaching network linked to the Catholic Church, which presents a political pedagogical project focused on the promotion of human rights, in a very different way from the state public basic education network. In this context, an investigation is carried out with graduates of this school, in order to understand their perception about the school experience, in three blocks: the

institutional aspects of the school; the school as a space for socialization and; individual projections for the future. The research is carried out through semi-structured interviews with graduates and also with educators from the institution. Bourdieu and Lahire's concepts are used in order to locate the individual in the social space, perceiving the socialized body and the school as a constituent part of the unifying principle of the graduates' practices. From the interviews, conducted with about 26% of the 2016 and 2017 graduates, with 46 variables distributed in five analytical axes, it was highlighted that: accumulation of the working day with the studies was mediated by the school, avoiding dropout, as well as the appreciation of the teaching-learning process and local culture, along with the proposal of conflict mediation, were fundamental for the establishment of a school culture, enabling a break with social inequalities, creating new dispositions. Thus, the school, by recognizing its context and the identity of its students, was able to promote a meaningful school process for the students who, by having their needs to reconcile work and school recognized, were able to make a difference.

Promoting 'fundamental British values': the inextricable promotion of the middle-class, white and 'correctly' mobile citizen

Rosie Fox (University of Exeter)

The devaluing and elevating of certain identities within education is crucial for understanding wider social inequalities. 'Fundamental British values' (fBv), which schools in England have been required to promote since 2014, play a key role in reinforcing and reproducing social inequality by promoting and validating the identities and forms of capital of some pupils over others.

According to Ofsted, the schools' inspectorate, the promotion of 'democracy, rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs' allows pupils to 'participate fully' and 'contribute positively' to life in modern Britain, and protects them from 'radicalisation and extremist views'. Amongst the criticisms of this policy and its enactment, the charge that fBv may be interpreted in an exclusionary and racialised manner suggests that adhering to fBv is challenging for some pupils, and therefore certain identities might be promoted or, conversely, marginalised or considered deviant.

My ongoing ESRC-funded PhD comprises qualitative, empirical research into fBv, exploring pupils' perceptions of the values across three contrasting schools in the South West of England. Using participatory and ethnographic research methods, I conducted interviews and group discussions with adults and pupils across the settings. My findings suggest that understandings and manifestations of the values are rooted in class, race and attachment to the locale, all playing a role in legitimising some identities over others and rendering them more suited to the ideal fBv citizen expressed in the title.

I explore how fBv can be understood through Bourdieu's theory of capital, where likeness to the ideal fBv citizen is conferred and more accessible to those with economic, cultural, social and symbolic capital. I highlight the expressions, (re)productions and challenges to the ideal citizen and associated 'capital' that took place in discussions of fBv and through the ethos and structures of the three settings.

English in Pakistan's Education System: A Tool for Social Mobility or Social Exclusion

Amal Hamid (University of Manchester)

Due to Pakistan's post-colonial history, English plays a crucial role in social mobility by acting as a gatekeeper to access Higher Education (HE). Specifically, students from socially and economically disadvantaged backgrounds with lower English language skills struggle to access quality education (Mustafa, 2015). While English is not widely spoken in Pakistan, it is used in education, workplaces, bureaucracy, and courts as the country's official language (Tamim 2014). Access to English is a privilege only a few can afford, therefore making it a class symbol. English is seen as form of linguistic capital (power) holding symbolic value, thereby differentiating the elite classes from the norm.

I am applying a Bourdieusian lens to understand the experience of first-generation university students from disadvantaged backgrounds in relation to English linguistic capital and the HE field they find themselves in. For my PhD study, I am interviewing 12 HE students studying at universities across Karachi. They all attended the same preparatory college in Karachi. The research questions explore the role that students linguistic and cultural capital plays in their educational attainment, as well as the impact of factors such as socioeconomic status, social class, and ethnicity on their educational journeys.

My preliminary findings show that students' experiences are shaped by post-colonial influences of English, differential prior experience of studying subjects such as mathematics and science in Urdu, and their status as first-generation university students. These emerging themes can be investigated using Bourdieu's conceptual tools as participants shared how they felt out of place (habitus were misaligned with their current educational field where English was the dominant taught language), how they felt their self-confidence shake due to a lack of capital (linguistic, economic, cultural), how they did not feel fully prepared for HE. Specifically, I present findings from a particular college helping students from disadvantaged backgrounds access HE studies. These findings can help unpack the kind of support students from marginalized backgrounds need and the importance of preparatory colleges such as the one I present findings from. Yet, my study shows that the issue lies beyond access and further support at HE is also needed for students such as the ones in my study.

My research uses Bourdieu's conceptual tools to explore the inequality that the education system in Pakistan is reproducing and is exploring how linguistic capital, field and habitus can help us support students from disadvantaged backgrounds.

Paper Session 1B: Wednesday 5th July 2023

11:30 – 13h

Stream: Higher education

Room: Espai Equitat

Chair: Francisca Bustamante

Intersectionality, Spatiality and Temporality – Relational Perspectives on Social Class in the Life Course

Flora Petrik, Maria Keil (University of Tübingen)

This paper aims at better understanding educational inequalities by exploring social class as relational dimension in life course transitions. Therefore, the question is raised: What aspects and dimensions of social inequality can we shed light on within life course transitions and beyond by understanding social class relationally? Social class will be introduced as a relational concept (Dépelteau 2018) by relying on a praxeological perspective by Bourdieu (1984, 1987). Against this theoretical perspective, we will show how class does not only refer to economic, cultural and social resources, but also to processes of class identification, the negotiation of class boundaries, the affective dimension of social class and the classed relations between individuals and institutions (e.g. educational institutions) (Settersten, Stauber & Walther 2022). Our theoretical propositions are underlined by empirical examples from two qualitative research projects: Transitions into Higher Education (1) and Youth' Transitions into Social Class (2). Whilst the first research project draws on different biographical data (biographical-narrative interviews, autobiographical stories and documents) from first-generation students in Germany and Austria (n=24), the second longitudinal ethnographic study follows young people in their post-school transitions (n=16), using interviews and participant observation. Both projects analyse their data by the means of grounded theory methodology (Strauss & Corbin 1990). The application of a relational class concept in transition research points to intersectional entanglements of class (1), symbolic boundary drawing in the local and social space (2) and the temporal dimension of social class in terms of a genealogical path dependency of class trajectories (3). By exploring relational thinking in the field of educational inequalities, the paper contributes to the overall conference aim of promoting Bourdieusian theory to properly capture, analyse and transform these inequalities.

Bourdiesian Capitals and Reflexivity in Disrupted Educational Trajectories - A case of involuntary gap years

Jenni Tikkanen, Ulpukka Isopahkala-Bouret (Turku Institute for Advanced Studies & Department of Education, University of Turku)

Young people must navigate in an increasingly complex and individualised world and they need to be reflexive in building and adjusting their identities (Beck, 1992). Many of them face disruptions in their life course trajectories, such as not being accepted to the education institution of their choice. In

Finland, higher education institutions (HEIs) are highly competitive and have quotas on available study places. Therefore, annually around 70 percent of young Finns who apply to HEIs do not gain admittance and are faced with an involuntary gap year (Isopahkala-Bouret, 2020). Thus, while the public and policy discourses emphasise the importance of higher education, a significant number of young people face a loss of opportunity and a disruption of educational trajectories.

This study examines young people's responses to university non-admission and the meanings they give to the involuntary gap year(s) in their educational trajectories. We are interested in how young people with varying amounts of capitals (Bourdieu & Passeron, 1990) respond to their situation and how they try to reflexively reconstruct their educational trajectories after such disruptions (Isopahkala-Bouret, 2020). The theoretical premise of the study is that late modern individualisation does not exclude the traditional forms of stratification, but that their importance can be accentuated by individualisation (Curran, 2018). All individuals are not equally 'individualised' (Skeggs, 2004), but their life trajectories are overlaid with new forms of differentiation (Rasborg, 2017).

Our analysis is based on interviews of six young Finns from differing social backgrounds, who had applied to university but did not gain admittance and were, thus, on an involuntary gap year. Our findings illustrate how young people reflexively adjust their identities, revisit their educational aspirations, and maintain confidence in their academic abilities. Thus, some of them renew the understandings of the 'self' and broaden the landscape of future opportunities.

Understanding racialised elements of habitus of working class women on an Access to HE course – Implications for praxis

Sarah McLaughlin (University of Bristol)

The devaluing and elevating of certain identities within education is crucial for understanding wider social inequalities. 'Fundamental British values' (fBv), which schools in England have been required to promote since 2014, play a key role in reinforcing and reproducing social inequality by promoting and validating the identities and forms of capital of some pupils over others.

According to Ofsted, the schools' inspectorate, the promotion of 'democracy, rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs' allows pupils to 'participate fully' and 'contribute positively' to life in modern Britain, and protects them from 'radicalisation and extremist views'. Amongst the criticisms of this policy and its enactment, the charge that fBv may be interpreted in an exclusionary and racialised manner suggests that adhering to fBv is challenging for some pupils, and therefore certain identities might be promoted or, conversely, marginalised or considered deviant.

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Paper Session 1C: Wednesday 5th July 2023

11:30 – 13h

Stream: Elites

Room: Espai Compromís

Chair: Sara Gil

Institutional doxa and reflexive resistance: meritocracy and fairness in an elite university's foundation year programme

Ed Penn (Department of Education, University of Oxford)

This paper explores the interactions between doxa and individual practice in relation to a newly developed foundation year at an elite university. The paper is based on empirical data produced from 18 semi-structured interviews with academics and higher education professionals at the University of Oxford, conducted as part of a case study approach exploring the implementation of the Astrophoria Foundation Year (AFY). It analyses how institutional doxa and individual stakeholders' reflexive habitus practices combine to produce, constrain, support or challenge doxic discourses about meritocracy and fairness. I argue, with Soares (1999) and Nahai (2013), that Oxford's standard admissions process and wider institutional life are governed by a strong prevailing ethic of meritocratic elitism – legitimised elite distinction on the basis of perceived talent – and that this ethic constitutes an institutional doxa which inflects and refracts how the AFY is conceptualised. I utilise Lawrence and Suddaby's (2006) concept of institutional work to explore how individuals' reflexive practices maintain or disrupt these institutional norms which shape perceptions of the AFY. I consider participant constructions of dominant values within the field of Oxford admissions and how they apply to the AFY's specific internal logics and wider structural position; how potential ideological tensions between institutional doxa and AFY logics are constructed, co-opted, neutralised or contained; and how participants position themselves in relation to these constructions. The paper offers a theoretical case for the relevance of institutional work in considering doxa and institutional habitus, combined with empirical analysis of a new manifestation of existing debates concerning fairness and meritocracy in elite university admissions.

Studying elite students' subjectivities: justification and implications for a critical sociology

Angélica Bonilla (Universidad Alberto Hurtado - Universidad Diego Portales)

In this essay, I make a theoretical and epistemological proposal for the study of elite students' subjectivities from a critical sociology standpoint. To this end, first I propose an operational definition of elites in the educational field. Since students are not in formal positions of power nor necessarily possess wealth (some of the traditional definitions in the sociology of elites), I define them in terms of three key characteristics: privilege, influence, and entitlement.

Later, I argue that while the Bourdieusian framework has primarily focused on the social reproduction of elites (Bourdieu, 1989), less attention has been devoted to their cultural reproduction, i.e., the discourses, values, and ideologies that consolidate and legitimize their position in society (Maxwell & Maxwell, 1995). Indeed, Bourdieu seemed to give little importance to elites' discourses, which he considered "mere legitimations of an original violence" (Heredia, 2012). Other authors, like Khan and Jerolmack (2013), have also argued elites rarely act the way they say they do. However, I defend the study of their subjectivities on the grounds of their potential effects on social cohesion, as well as their greater likelihood to influence public opinion and political decisions in the future. To this end, I combine Bourdieu's constructivist structuralism with Dubet and Martucelli's (1998) sociology of experience, to analyze these tensions at the individual level.

Finally, I ponder on Patti Lather's (1986) assertion that critical inquiry consists in producing emancipatory knowledge that empowers our research subjects. While this statement seems straightforward when working with disadvantaged or excluded groups, what should it look like when one works precisely with those in or near power? Particularly for qualitative research, how can one navigate the ethical tension between producing and divulging evidence that denounces inequality and contributes to social change, and not betraying one's research participants' trust by leaving them overly exposed to public criticism? I maintain that, apart from avoiding Manichaeic caricatures, ensuring opportunities for habitus disruption, social class self-awareness and reflexivity in the methodology can

help overcome this tension, by not leaving their position unquestioned and providing them with new insights on their social position.

The Chilean case shares similarities with other European countries (like the U.K), which make it an interesting case of study. For example, the education of economic and political leaders in affluent private schools with little State oversight, and new tensions arising from the opposition between marketization and inclusive education policies (Barrera et al., 2021).

Segregated inclusion: Elite universities and the dynamics of inclusion of working-class young women

Paulina Rodriguez Anaiz (University College London)

Like most elite universities, prestigious Chilean institutions have traditionally been the enclave of the upper classes. Indeed, analyses of access to elite higher education have underscored its economic stratification and the structural impediments that disadvantaged students confront. Against this backdrop, efforts to widen participation by elite universities have rightly responded to this unequal distribution of educational opportunities and aimed at inclusion and diversity. However, as relevant as opening the doors of these institutions, is the consideration of the social experience of working-class students once they enter. Indeed, analyses focussed on access may overlook the cultural dimension of inequality and inclusion (Lamont and Pierson, 2019). Bourdieusian scholars have made a critical intervention by highlighting the role of social and cultural capital in perpetuating inequality within elite universities, but this focus sometimes conflates capital acquisition with capital 'activation', which is critical for understanding the contours of inclusion.

To better grasp the dynamics of inclusion in elite universities, I focus on those who have been traditionally excluded from these spaces: women from intermediate- and working-class backgrounds. Drawing on a qualitative study comprising 55 participants and observation material, the paper documents the effects of intersecting social inequalities on young women's experiences and professional aspirations and compares these experiences to those of students from elite backgrounds.

I found that the inclusion of these young women is characterised by what I refer to as segregated inclusion; a form of inclusion in which students circulate in separate and stratified spaces and maintain distinct social relations, despite being in the same physical place as elite students. The findings suggest that while inclusion provides disadvantaged students with valuable resources, its segregated nature challenges the idea that access to elite universities leads to equal opportunities and career pathways. Strong class, gender, and racial boundaries hamper the activation and conversion of capital into educational and social advantages. In this sense, exclusivity and exclusion coexist, with inclusion serving to normalise the status disparities between those historically included and formerly excluded groups.

This paper seeks to broaden the debate on inclusion and equality in elite universities by suggesting that addressing 'recognition gaps' (Lamont, 2018) within these institutions is necessary to tackle between-group status inequality. The paper aims to be part of a wider effort to fully include the impact of stigmatization and recognition in understanding inequality, by combining Bourdieusian perspectives with status scholarship.

Symposium Session 1D: Wednesday 5th July 2023

11:30 – 13h

Stream: Bourdieusian tools and theories

Room: Espai Innovació

Chair: Javier Rujas

Discussant: Marie Verhoeven

Understanding educational inequalities with and beyond Bourdieu and Passeron: Relevance, limits and open pathways

Bourdieu and Passeron's works marked a milestone in the development of the sociology of education in Europe. *Les héritiers* and *La reproduction* were the result of a collective work of research conducted in the 1960s and aimed at developing a sociology of education and culture conceived as a sociology of

inequality and domination. While the former exposed educational inequalities in French university and the school system's selective function, the latter offered a complex theoretical framework to explain the relationship between the school system and the class system, showing the central importance of cultural capital differences originated in the family, reproduced and aggravated in the school system.

Both books became instant classics, pushing forward the critique of the school system. Nonetheless, some perceived them as “deterministic and pessimistic” (van Zanten, 2006), and their wide diffusion led to a series of “successful stereotypes” (Passeron, 2008). Fifty years later, Bourdieu and Passeron's works continue to inspire researchers around the world, fuelling controversies and debate. Concepts such as social reproduction, cultural capital, symbolic violence, habitus or field have been widely used in sociological and educational research, leading to different appropriations and new research pathways (Martín Criado, 2004; Reay, 2004).

This symposium will reflect on the relevance and limits of Bourdieu and Passeron's legacy to understand educational inequalities today. To do so, four sociologists of education will critically engage with some of the research pathways opened –although not always fully explored– by Bourdieu and Passeron, drawing on their own empirical and theoretical work. This symposium will provide enriching points of view on the social conditions of pedagogical authority, the relationship between familial and institutional habituses, the role of social capital and ‘relational infrastructures’ in reproduction, and the schemes of school judgement with the aim of fostering debate and inspiring further research on educational inequalities.

Presentations and authors

The Misadventures of Pedagogical Authority. A case study

Carlos Alonso Carmona (Universidad Complutense de Madrid) tots

In the work of Bourdieu and Passeron, the concept of “pedagogical authority” refers to the unquestioned acceptance of the content taught and the legitimacy of the educator. According to these authors, this authority would be a central element for the functioning of the school system. The effective transmission of knowledge cannot be ensured if students question its validity and relevance. Based on qualitative research in a Spanish university, we investigate the conditions under which pedagogical authority is maintained or weakened. This authority is weakened for working-class students in professionalising degrees, as they oppose practical knowledge to school knowledge. Pedagogical authority also deteriorates for more ideologized students with good academic skills: perceptions of content simplification and value biases in explanations lead to decreased legitimacy of teachers. Additionally, pedagogical authority weakens, for all kind of students, with the development of moral career: it becomes frailer as the courses go on. As students accumulate knowledge, they become more demanding and critical of subject content, and this position is fed back into daily exchanges and conversations with other students. However, the erosion of pedagogical authority does not prevent students from studying: in the absence of intrinsic legitimisation, grades and credentials impose a discipline at work.

Disentangling home-school relationships when dealing with students at risk of dropping out school. An analysis based on the concepts of family and institutional habitus

Marta Curran (Universidad Complutense de Madrid)

One of the main challenges today to combat Early School Leaving is to reinforce home-school relationships. One of the starting points of this contribution is the evidence that despite referring to an interaction of two agents (home and school), most of the academic and political debate tends to focus on the greater or lesser involvement of families, but less on how different school contexts may facilitate or hinder the role of parents as educators. In this sense, we believe that it is important not just to explore whether parents participate in school events, but rather, to analyze why some parents feel more comfortable and intervene more effectively in school matters. Based on this framework, this study draws on a Bourdieusian perspective that uses the concepts of familial habitus and institutional habitus to better understand how home-school relationships are formed and can represent a mechanism for the reproduction of social inequalities. Through detailed analysis of data generated through in-depth interviews with parents and teachers from four public secondary schools in Barcelona, this study explores different types of home-schools interactions with students at risk of dropping out school. This

paper concludes that to overcome existent barriers between parents and teachers in negotiating students' educational trajectories, there is a need to open the black box of home-school relationships and to focus on the process and the context of this relationship. We believe that only from this approach it will be possible to carry out more accurate interventions with the various situations and needs of young people. Moreover, we are convinced that our study is another proof that beyond the criticism that the work of Bourdieu and Passeron have received for analyzing education and social inequalities from a 'deterministic and pessimistic' perspective, their theoretical and analytical concepts continue to be extremely useful for us to understand one of the main educational challenges today as family-school relationship in a much more in-depth way.

The categories of school judgment: teachers' habitus and the making of school failure in secondary education

Javier Rujas (Universidad Complutense de Madrid)

In the 1960s and 1970s, Bourdieu, Passeron and their colleagues at the CSE pointed out the decisive role played by the school system and the school culture in the reproduction of social class inequalities. This paper deals with a central element of this culture: the cognitive structures incorporated by teachers (teachers' habitus). We contend these are fundamental in the translation of social inequalities into scholastic classifications and in their reproduction, following a line of research initiated by Bourdieu and Saint Martin in their work on the *grandes écoles* and the formation of the State nobility, recently renewed by other authors in French sociology. To do so, this paper shows how school judgment is produced in lower secondary education drawing on an ethnographic fieldwork (participant observation and interviews) in a state secondary school located in a working-class area of Madrid (Spain). It shows school judgment –and, thus, successes and failures at school– are the result of a collective work of categorization and hierarchization of students. Teachers' ordinary judgements mobilize different categories or schemes of perception and appreciation: presence, attitude, behaviour and "disruption", ability, standard. The analysis shows that, despite comprehensive reforms and the inclusion of new psychologic categories in teachers' vocabulary, secondary education shows a strongly selective character based on a mix between the ideology of gift and meritocratic ideology. The study of teachers' categories of judgement also reveals their implicit assumptions and demands, including non-scholastic aspects and dispositions implicitly valued by the school system. These ordinary forms of classification are the result of school dynamics where teachers and students coming from different social backgrounds (and with different familial socializations) interact. But they also influence these dynamics, intensifying or inhibiting pedagogical work with certain students, with a decisive impact on their opportunities and trajectories.

Relational infrastructure and reproduction in schools: an interactional rereading of Bourdieu

Isaac González Ballebò (Universitat Oberta de Catalunya), Ricard Benito Pérez

(Universitat Autònoma de Barcelona) & Roger Martínez (Universitat Oberta de Catalunya)

Based on the revision of the works by Pierre Bourdieu and Jean-Claude Passeron *The Inheritors and Reproduction in Education, Society and Culture*, fifty years after its publication, and of Bourdieu's later conceptualization of the forms of capital generally, and social capital in particular, we advocate for the exploration, in the analysis of the intergenerational reproduction of inequality, of aspects that they left relatively unattended, related to the role of schools in shaping interactions (what we will name relational infrastructure) and social capital, as well as its impact on academic and work trajectories. We argue that greater attention to the school as a relational infrastructure enables a better understanding of the diverse mechanisms through which socially homogeneous or heterogeneous school contexts can strengthen or mitigate intergenerational reproduction of inequality.

Paper Session 2A: Wednesday 5th July 2023

14 – 15:30h

Stream: Primary and secondary education

Room: Espai Co-creació

Chair: Berta Llos

Cultural capital and curricular hierarchies: classed and gendered logics of academic distinction in Australian high schools

Quentin Maire (The University of Melbourne)

With the advent of mass schooling, class differentials in educational mortality have given way to stratification within the curriculum as the leading mechanism of social reproduction in the school system (Lucas, 2001). In his later work, Bourdieu described ‘the hierarchies organizing academic space, such as those among disciplines, tracks [sections], and establishments, [as] the active mediation’ between social classes and the education system (Bourdieu, 1996, p. 4), inviting researchers to pay closer attention to curricular hierarchies when theorising the role of education systems in social reproduction across space and time. In this paper, I explore the social logics of profitable curricular investment in Australian high school. I examine class and gender patterns of curricular investments among students receiving high tertiary admission scores using survey data. The analysis reveals important social differences in curricular pathways to academic distinction. High-achieving students with limited inherited cultural capital have more diverse patterns of curricular investment, and they more regularly engage in non-elite curriculum areas (e.g. health and physical education, business and integrated learning). Gender gaps in curricular pathways to academic distinction are as significant as are class ones. High-achieving girls are significantly more likely to study arts, humanities and foreign language subjects, with high-achieving boys’ investments heavily concentrated in mathematics and science. I draw on these results to revisit the theorisation of curriculum as a hierarchical cultural structure. Although formally unified and non-prescriptive, the subject-based curriculum operates as a cultural structure in which areas of knowledge are hierarchically organised (Teese & Polesel, 2003). The structure of the curriculum is apprehended based on students’ gender and class dispositions, which place limits on what counts as reasonable choices and rational investments. Most significantly, the cultural arbitrary of the school system that underpins social reproduction in education (Bourdieu & Passeron, 1990) needs to be pluralised, as it takes the form of overlapping cultural hierarchies across the structure of the curriculum.

Surviving the symbolic violence of academically selective education in England: A Bourdieusian analysis of the lived experiences of ‘near-miss’ pupils

Francesca Mccarthy (IOE, UCL's Faculty of Education and Society)

Eleven of the 151 Local Education Authorities which contain secondary schools in England are classified by the Department for Education as academically selective (Long et al., 2022). This presentation takes as a starting point an established association between academically selective education systems and inequality (Gorard & Siddiqui, 2018). The pupil participants in the research took and did not pass the selective school entrance test, but their Key Stage 2 attainment (as measured by statutory testing administered to all pupils across England in the final year of primary school) categorised them as ‘higher attainers’ (henceforth, ‘near-miss pupils’).

Bourdieu’s thinking tools were used to explore the relationship between subjective lived experiences of near-miss pupils and objective, unseen structures of the education system they were part of. A multi-method approach of interviews, observations and participant-led creation of online collages formed the data from which thematic narratives were constructed. This approach centred the pupil participants as the ‘experts in their own lives’ (Clark, 2017, p. 20), and also aligned with Bourdieu’s recognition of narratives having the capacity to ‘articulate the deepest structures of the social world and their contradictions’ (1999, p. 511).

Bourdieu's three stage methodology was used in an iterative process of narrative construction and analysis. This process facilitated a relational exploration leading to the conceptualisation of the participants' perception of 'the way things are'. Drawing on Reproduction (Bourdieu & Passeron, 1990), this presentation will demonstrate how 'the way things are' constituted a form of symbolic violence. In addition, Bourdieusian analysis of the participants' lived experiences revealed their survival of 'the way things are'. This presentation will argue that positioning the participants as both dominant and dominated serves to problematise the dominant/dominated binary of symbolic violence.

The use of "illusio" in the analysis of students' drive to perform well academically

Carina Carlhed Ydhag, Ali Osman, Niclas Månsson (Stockholm University)

Through in depth interviews with 52 upper-secondary students from different socioeconomic, educational and migrant/native backgrounds, the paper examines students' own stories of what drives them to perform well in school.

Aim and research questions

The main aim of this article is to explore how students from different social and cultural backgrounds negotiate and find meaning in

performing well academically. A secondary aim is to study how their aspirations in school and their career plans are related to their

current situation and social and cultural dispositions.

Research questions

- Why is it important for the students to be successful in school?
- How do they negotiate meaning in relation to themselves and others?
- How do their aspirations and their reasoning about academic success relate to their social and cultural dispositions?

The central theoretical concepts from Bourdieu's sociology that we use, habitus and illusio, allow us to shed light on the complex interplay between students' social and cultural dispositions and their relationship to everyday practices, thus constituting their social persistence, their social identity and their positions in social space (Bourdieu, 2000, 2010). In particular, we try to use illusio as a magnifying glass, focusing on the students' strong dedication to participate in the social practices under study (also often called 'the game'). But we would like to focus more on what spurred the students to decide to play the game. What makes them believe the game is worthwhile? Illusio offers the potential to be used not only in terms of a belief in the necessity of an actual social investment, but also to study its 'catalysing origins' in relation to specific life circumstances and habituses. Furthermore, we are interested in including the 'social targets' (e.g. people) of the social energy, and the 'gains'.

Different kinds of 'illusios' are reconstructed in terms of Bourdieu's sociology; these are: Revanche, Proficiency, Fear of failing and Expectations. They relate to different forms of social energy and emotions, for example such as the desire for rehabilitation of the self or family in the eyes of the other, and the drive for justification. Some is fuelled with a fear of social shame of not reaching the same position as parents, or meaning falling out of the system, while others are driven by an urge to be knowledgeable. These illusios work differently in relation to the students' habitus.

Relationships, Advanced Classes, and Bourdieusian Fields in a U.S. Urban School

Suneal Kolluri (UC Riverside)

This paper seeks to understand young men's engagement in advanced coursework at an urban school as a process informed by relational ties within two intersecting Bourdieusian fields: masculinity and academe. Each of these fields calls upon a unique set of cultural capital that can be leveraged towards elevating one's status in the field. This mixed methods investigation of young men at an urban high school maps the contours of these fields at their intersection in one urban high school in Southern California.

Leveraging Social Network Analysis and relational ethnography, the study considers the participation or avoidance of young Black and Latino men in Advanced Placement (AP) courses - those widely understood as the most difficult in the school. After conducting surveys with 78% of the junior class - to map the social network and determine each student's AP enrollment status - I observed groups of young men in and outside of the school's AP program. Observations took place over the span of an academic school year, and consisted of over 150 hours of observation.

The Social Network Analysis revealed significant differences in network position between students in Advanced Placement and those outside of it. Surprisingly given existing research on young men and academic engagement, young men in Advanced Placement received significantly more friendship nominations than their peers outside of the program. Ethnographic observations suggested that these disparities were connected to how the young men embraced dominant ideals of masculinity. Young men outside of the program expressed commitment to ideals of traditional masculinity, namely, social status, independence, and dominance. While they were perceived by others at the school as high status, they kept small, exclusive social circles. The maintenance of their status took time and they had few avenues of academic support. As such, they were not involved in advanced courses. Young men in the AP program, meanwhile, had robust friendship groups with large numbers of other students. They leveraged these friendships to get academic support and gain the confidence to test the waters of advanced coursework.

The findings detail the contradictions experienced by young men attempting to leverage cultural capital in the competing fields of masculinity and academe. The field of masculinity values reputation, exclusivity, and status maintenance, and these values are antithetical to engagement in advanced coursework. Robust friendship groups where status hierarchies are more flattened, meanwhile, though invaluable to masculine dominance, may be valuable in the academic field

Symposium Session 2B: Wednesday 5th July 2023

14 – 15:30h

Stream: Higher Education

Room: Espai Equitat

Chair: Relmu Gedda

Discussant: Alejandro Montes

Reproduction of inequalities in higher education: transitions, choices and permanence of students in Chile and Ecuador.

Globally, higher education (HE) has experienced a growing incorporation of historically excluded groups. Yet, new forms of inequality have emerged in the processes of HE transition, choice and permanence (Flanagan, 2017; Reay, 2022; Shavit & Blossfeld, 1993). These inequalities are evident in several domains, such as educational aspirations mediated by social class (Ball et al., 2002; Reay et al., 2001), choices of degrees of different status or prestige (Davies & Guppy, 1997) and the ways in which students' experience develops in working-class and upper-middle-class universities (Bathmaker et al., 2013). The symposium addresses these aspects by considering the cases of Chile and Ecuador. In doing so, it applies diverse concepts from Bourdieu's theory such as field, habitus and capital; and further developments such as horizons, micro-practices and institutional habitus. Particularly, the symposium aims to problematise the dynamics of transition, access and permanence of traditionally excluded students in HE, considering aspects such as class, family educational background, ethnicity and gender. Thus, the studies focused on three student profiles: 1) students from dominant, intermediate and dominated classes; 2) first-generation HE students; 3) students targeted by affirmative action policies. The results provide relevant elements for a better understanding of how social conditions, combined with students' experiences and institutional practices in HE, contribute to shaping students' aspirations, choices, as well as their university trajectories. Thereby, the first study highlights how students, depending on their social class, cope with the transition to HE in Chile. The second study, also in Chile, highlights how institutional, social and agency elements are articulated to strengthen or weaken university permanence. Finally, the study carried out in Ecuador reveals the influence of symbolic, social

and material capital on the choice of university studies. The papers problematise how the processes of HE transition, choice and permanence are configured in contexts where inequalities have been the consequence of highly segmented economic, political and institutional systems, being relevant for the discussion and reflection of public policies and for institutional decisions, thus providing new empirical applications of Bourdieu's theory.

Presentations and authors

Higher education aspirations and class reproduction: horizons, micro-practices, recognition and misrecognition

Carlos Palma-Amestoy (Universidad Academia de Humanismo Cristiano and Center for Social Conflict and Cohesion Studies COES, Chile)

The Chilean education field reproduces notable inequalities and higher education is not alien to this condition. Although in the last few decades disadvantaged social groups have increased their participation in the sector, there are still notable and relevant differences between pupils located in different regions in the social space. Moreover, these inequalities are reaffirmed by a marked institutional segmentation and stratification within the field of higher education institutions (PNUD, 2017). In this context, this paper examines how higher education aspirations are shaped and reinforced in the country considering the experience of pupils from different types of schools and social classes (dominated, intermediate and dominant); and how this process is implicated in the reproduction of social inequalities. Thus, drawing on Pierre Bourdieu's (1990, 1996, 2000) theory and relevant literature in the area of higher education decisions and choices (Ball et al. 2002; Reay et al. 2001; Reay, David, and Ball 2005), and qualitative interviews with forty-six students in their last year of secondary school, this study identifies how the transition from school to a new stage is addressed by pupils belonging to different social groups. In so doing, this paper proposes two dual-headed conceptual tools aimed to extend the Bourdieusian toolbox: on the one hand, horizons of potentialities and horizons of references; and on the other hand, channelling micro-practices and pushing micro-practices. Both pairs of constructs are useful to show, broadly speaking, that in the dominant class the transition is taken as the natural pathway towards university; in intermediate positions, higher education is associated with forms of recognition; and in dominated locations, the process comes mixed with an increasing sense of uneasiness, anxiety and discomfort. In this paper, furthermore, the case of pupils who belong to intermediate positions will be addressed in more detail. The focus on these pupils will allow us to delve deeper into the perceptions and appreciations that mobilise their desires and aspirations, which will be relevant to discuss how forms of recognition and misrecognition are intertwined in their experiences and how this condition is underpinning their subjectivities. Overall, this paper opens relevant critical questions on the idea of meritocracy and social justice within the educational field and beyond.

Highly selective study choices and social inequality under Ecuador's higher education access system

Francisca Bustamante Sage (Autonomous University of Barcelona)

In 2010, a profound reform of higher education in Ecuador was initiated, which installed a single admission system based on a standardized exam. However, merit-based admission systems do not necessarily eliminate social inequalities (Alon & Tienda, 2007; Liu, 2011); they could instead reproduce entry barriers (vertical) or create inequality gaps based on hierarchies of prestige and quality between higher education institutions or careers (horizontal) (McCowan, 2016). This has been explained by the effect of socioeconomic origin and other forms of social exclusion on academic results and higher education choices (Hodkinson & Sparkes, 1997; Reay et al., 2001).

The research aims to identify how vertical and horizontal inequalities manifest in the current admission system to Ecuadorian higher education. This mixed methods study had a quantitative phase in which multivariate analyses were developed on 68,479 cases from the national database of applications for access to higher education. In the qualitative phase, 24 biographical interviews were conducted with first-year students in public universities.

The quantitative analysis shows the existence of vertical and horizontal inequality reproduction. Variables such as low socioeconomic level, life experiences associated with "non-traditional" students, and previous educational conditions of disadvantage determine lower application scores and lower

probabilities of choosing highly selective institutions/careers. Particularly, students benefiting from affirmative action policies, which grant them additional scores in their admission tests, even when they are in the top quintile of scores, choose highly selective institutions/careers in less proportion than non-policy applicants.

The qualitative phase focuses on the interpretation of the study choices of students in the high-scoring affirmative action policy group. It analyzes the importance of the symbolic, social, and material elements associated with social class in shaping choices beyond the choice adjustment according to the application score. The role of gender and ethnicity in students' choices is also explored.

Permanence of first-generation students in universities of southern-central Chile. The institutional habitus and the experiences of persistence in higher education

Relmu Gedda Muñoz (Autonomous University of Barcelona)

In higher education (HE), educational transitions and trajectories of first-generation students (FGS) are particularly complex, both in Chile and globally. Chile has 1,200,000 students in HE, where 60.8% belong to quintiles I, II and III, and 70% are FGS (Ghiardo & Dávila, 2020). Those students face several obstacles when considering the option of studying at HE (Ball et al., 2002) and even more so when entering HE (Reay et al., 2009). Dropout phenomenon is one of these problems, due is highly prevalent in FGS compared to students who have a university background in their families (Flanagan, 2017). On the other hand, considering the notion of institutional habitus (Reay et al., 2001), it is possible to figure out how the organizational practices and the expressive order in universities tend to differentiate their students depending on their social and cultural capitals (Bathmaker et al., 2013; Bourdieu & Passeron, 2019), contributing or depress the persistence of FGS in university. This configures a space where the social inequalities pass-through structure and agency, with a diverse dynamic depending on the position of the universities in the HE field.

This work-in-progress research aims to understand how the permanence of FGS operates in relation to the institutional habitus in universities in south-central Chile.

The study used a mixed sequential methodology, focusing on FGS at three undergraduate degrees in two Chilean universities located (one working-class and one upper-middle class). The data for this contribution includes 300 questionnaires and 36 interviews through biographical methods.

The results provide relevant insights for a better understanding of the educational experiences and trajectories of FGS and the paramount importance of social relations, faculty, institutional support, and the family in strengthening or weakening permanence. Likewise, each university has an institutional habitus that conditions the experiences of FGS, one enhancing, through their faculty and administrators, the attributes of students with greater social and cultural capital, and the other assuming the lack of academic and symbolic capital of its student profile, providing more academic support and specific programs in order to ensure student permanence.

Paper Session 2C: Wednesday 5th July 2023

14 – 15:30h

Stream: Teachers and families

Room: Espai Compromís

Chair: Martí Manzano

Examination-oriented or quality-oriented? Transitioning experience in an alternative teacher preparation program

Melody Yin, Michael Mu (Jiangnan University)

Alternative teacher preparation programs have emerged globally as a “complement” to traditional teacher education programs. A prominent example is Teach for All, an international umbrella organisation with 60 partners across the globe that recruits the “best and brightest” (Kavanagh, & Dunn, 2013) graduates from prestigious universities and sends them to teach in disadvantaged schools for two years. In the Chinese context, alternative teacher education has morphed into different forms,

one being Exceptional Graduates as Rural Teachers (EGRT) – a program pseudonym used in our study. The study explores the transitioning experience of EGRT fellows after they were channeled from prestigious universities “down” to rural schools. In this paper, we specifically analyse EGRT fellows’ strategies in context of tensions between examination- and quality-oriented education.

The education system in China has long been criticised for its negative impact of examinations on students’ physical, psychological, and mental health (Zhao, Robert, & Luke, 2018). In response to such criticism, the Chinese government urged 素质教育 (suzhijiaoyu, Quality-oriented Education) to promote students’ holistic development. Although the field of education is influenced by the field of policy, it remains autonomous at least to a certain degree. Such autonomy is seen in many rural schools where examination-oriented practice continues to dominate despite the policy initiative of quality-oriented education. It is against this backdrop that the EGRT fellows start their two-year service in rural schools.

Semi-structured interviews were organised with 16 EGRT fellows recruited through convenience sampling. Each fellow was interviewed individually for about one hour. The 16 fellows entered rural schools as outsiders, with their firmly held ideal of quality-oriented education. They are what Bourdieu (1993, p.73) would call “newcomers” who are inclined towards “subversion strategies, the strategies of heresy”. Their strategies of heresy were found in their resistance to the orthodoxy of examination-oriented education in rural schools.

Interestingly, not all the 16 fellows were heterodox. Some were assimilated into the examination-oriented education, some made attempts to reconcile the tensions between educational quality and examination performance, and still some problematised both orientations. This study therefore delves into these fellows’ transitioning experience of resistance, assimilation, reconciliation, and confusion when coping with the orthodoxy in the field of rural schools. The study queries the “good intention” of alternative teacher preparation programs to rely on “capable” individuals to solve structural problems.

Resistance and digital and managerial capital. The strategies of teachers in handling a mandatory change of practice - The enactment of a learning management system in Danish schools

Ronni Laursen (Aalborg University)

Danish schools have since 2016/17 been required to use a learning management system (LMS). If used by the teachers, the logic embedded in the LMS potentially changes the way of teaching fundamentally. Thus, teachers must decontextualize and re-contextualizing the logic embedded in the LMS in the field of schooling practices. This perspective of potential dissonance between policymakers and practitioners underpins the significance of research that seeks to understand and explain how teachers handle the changes of practice triggered by the logics embedded in the LMS. Drawing on the growing interest in thinking with Bourdieu, this study provides an empirical contribution to the Bourdieusian literature on how scholars can think with Bourdieu’s theory of field, habitus and capital in relation to the empirical data to go beyond the immediate reality in a given data-set. Additionally, this study aims to provide insight into how changes in the field of schooling practices emerge in different teachers’ strategies.

The study draws on 31 interviews with teachers, school principals and administrators to examine the following research question: What different practice strategies do teachers develop to handle the new structures in the field of school practices produced by using the mandatory LMS?

The results point to three different teachers’ strategies. First, some teachers developed a resistance strategy to work around the LMS. By contrast, the other two groups of teachers handled the changes of practice by employing a strategy of accumulating either digital or managerial capital and acting as an auxiliary arm of local management.

Challenges of working in undervalued technical schools. A continuum between discourses of deficit and trust

Cristina Azaola (University of Southampton)

This paper focuses on the perceptions of technical high school tutors in Mexico about students from lower socioeconomic backgrounds in the context of global curriculum reforms and institutional hierarchies. Through two novel concepts in education, culture of poverty and cultural deficiency, the

paper explores: a) how structural constraints shape tutors' ambiguous perceptions and practices with students, b) how tutors' ambiguous perceptions contribute to reconceptualise discourses of deficit and the culture of poverty in a more comprehensive way, and c) how competency-based education models that have been enforced by global curriculum reforms are linked to deficit discourses in education. Through in-depth semi-structured interviews with nine tutors (5 females and 4 males) located in three different states in Mexico with dissimilar economic and educational outcomes (Tijuana, Mexico City and Tuxtla Gutierrez) the main themes of analysis are: technical education in Mexico, tutors' perceptions of their students, the quality of education on offer, tutors' working conditions, curricular reforms, tutor-student relations, and behaviour management. The findings show that even if systemic factors negatively influence tutors' perceptions and attitudes to students, there are valuable experiences of trust, empathy, and encouragement of tutors towards students that show both agency and resilience and that need more recognition both in theory and practice.

The paper is relevant for this Conference because: 1) it focuses on a highly unequal society (Mexico), particularly their technical high schools which are commonly considered of second rate, 2) it uses conceptual tools inspired by Bourdieusian thinking (culture of poverty and cultural deficiency), 3) it critically explores how national and global structural constraints (challenging working conditions and global curriculum reforms) affect tutors' perceptions and practices with their students, and 4) tries to capture reproductive forces existing within the current education and social inequalities whilst acknowledging tutors' trust, empathy, encouragement, observed under very challenging circumstances.

Examining Progressive Teachers' Adaptation to a Changing Field During the Covid-19 Pandemic

Stephanie Sanders-Smith, Jadya Laixely, Tanya Cordoba, Giselle Martinez Negrette (University of Illinois Urbana Champaign)

The COVID-19 pandemic amplified numerous ongoing equity issues impacting teachers and students in educational systems worldwide and led to what is now referred to as 'The Great Resignation' of teachers in American schools. The rapid shifts to eLearning with minimal training and support required teachers to continuously adjust practice to adapt to a modality of teaching they had not previously used or, in many cases, envisioned using.

This instrumental case study explores how early childhood teachers in a progressive private school in the Midwest adapted habitus to changes in the field resulting from changes to practice required by pandemic health policies. Employing Bourdieu's notions of Habitus, Field, Illusio, and Hysteresis, we examine how educators in the school approached the move to distance learning during the early months of the pandemic, a time of crisis that led to dramatic and chaotic change. The study focuses on the experiences of two teachers: one who was able to adapt practice and saw the changes as opportunities for professional growth and one who did not see eLearning as a worthwhile alternative to face-to-face schooling and who left teaching less than a year after the start of the pandemic. This study questions how teachers are prepared for and supported through periods of rapid change in the field.

These findings of teacher adaptation in a well-resourced private school suggest that issues of teacher stress and lack of support—the reasons most cited in extant research on teacher resignation—cut across schools. Findings suggest the need to consider how teacher preparation and ongoing professional development can support teachers to recognize and activate existing capital in the changed field. As schools serving children from marginalized groups often offer even less support, this and future studies of teacher support have broad implications across schools.

Symposium Session 2D: Wednesday 5th July 2023

14 – 15:30h

Stream: Bourdieusian tools and theories

Room: Espai Innovació

Chair/Discussant: Nicola Ingram

Neuroscientific insights for habitus reproduction and change

This symposium provides a novel approach to thinking about cleft habitus and affect, fusing Bourdieusian insights with social and cognitive neuroscience. We take up Bourdieu's challenge for sociology and psychology to "combine their efforts" by overcoming "their mutual suspicion" of one another (Bourdieu 2000, p.136) and in doing so advance Bourdieusian understandings of habitus change with a particular focus the affective responses to clefting processes. We illustrate how organismic processes can be (re)shaped and modified by social factors and how the habitus and fields modulate the psychophysiological constructs sometimes seen as 'engrained' in one's genotype. This synergistic view, where original Bourdieusian theories are integrated with mechanisms for neural plasticity, offers further understanding of how the individual influences and is influenced by environmental (field) factors. We use this approach to better understand the educational challenges facing working-class young people in the 21st century, drawing on a explorative qualitative study of post-16 decision-making situations. We examine Bourdieu's notion of a cleft habitus in relation to the affective responses that are generated by encountering a field of which the habitus is not the product. We consider the possible neuro-physiological responses to such encounters and offer a theoretical model for understanding the processes of clefting and the negative and positive possibilities of habitus change. This novel theoretical model considers both speed of change as well as distance travelled.

Presentations and authors

Neuroscientific insights for cleft habitus

Nicola Ingram and Paul Holmes (Manchester Metropolitan University)

This paper provides a novel approach to the study of habitus and the concept of cleft habitus. We bring together social and cognitive neuroscience approaches to illustrate how organismic processes can be (re)shaped and modified by social factors and how the habitus and fields modulate the psychophysiological constructs sometimes seen as 'engrained' in one's genotype. This synergistic view, where original Bourdieusian theories are integrated with mechanisms for neural plasticity, offers further understanding of how the individual influences and is influenced by environmental (field) factors. The paper takes up Bourdieu's challenge for sociology and psychology to "combine their efforts" by overcoming "their mutual suspicion" of one another (Bourdieu 2000, p.136) and in doing so advances Bourdieusian understandings of habitus change with a particular focus the affective responses to the clefting processes to provide the fusion of psychosocial insights that Reay (2015) suggests has the potential to be particularly generative. We use this approach to better understand the educational challenges facing young working class people in the 21st century. We examine Bourdieu's notion of a cleft habitus in relation to the affective responses that are generated by encountering a field of which the habitus is not the product. We consider the possible neuro-physiological responses to such encounters and offer a theoretical model for understanding the processes of clefting and the negative and positive possibilities of habitus change.

Using multimodal layered imagery to adapt future memories of young people in educational settings

Paul Holmes and Nicola Ingram (Manchester Metropolitan University)

In this paper we propose that emotional affect is a key product of the interaction between habitus and the educational field and an important mediator of young people's decision-making about post-16 transitions. Drawing on Lang's bioinformational theory of emotional imagery (1977, 1979), we argue that multimodal imagined future scenarios associated with decision-making situations generate an

affective response in young people that is mediated by: the nature of the stimuli (field); as well as the response and individualised meaning attached to the image (habitus). By adopting this integrative modelling approach to the challenge of educational decision making for working-class young people, we aim to offer a richer understanding of processes of habitus change that highlights the importance of affective embodied responses.

In our recent study, young people's limited ability to generate an image of a future self, aligned to their educational establishment's career support and expectations, was associated with negative affective language and behaviour. Negative, fearful imagery experiences have been shown to produce a greater increase in autonomic arousal: heart rate; electrodermal activity; respiratory activity; and vasoconstriction. The perception of these arousal changes as negative affect, associated with worrisome imagery serves to reinforce the behaviour through increasingly permanent plastic changes in cortical and subcortical structures.

We will present an interventional approach, Layered Stimulus Response Training (LSRT), that aims to provide guidance and support for young people having to make important future life decisions where imagery ability is essential for generating, maintaining, inspecting, and transforming their perceptions of what is possible. In doing so we draw upon decision-making scenarios and outcomes of the past and adapt these to young people's longed for positive future outcomes. We do so in a way that challenges deficit understandings of working-class young people's choices, privileging instead their own conceptions of desirable futures. Since image generation draws on some of the same neural processes and networks that underlie perception these positive images can become part of an individual's long-term memory. We propose that using this approach alongside Speer et al.'s (2021) recent work finding positive meaning in memories of negative events could offer a means of adaptively updating memory and facilitating longer term habitus change in a way that recognises rather than challenges the originary habitus.

Using Vector Theory to Guide Affective Field Influence on Habitus

Paul Holmes and Nicola Ingram (Manchester Metropolitan University)

In this paper we discuss how we are using differential calculus to inform our thinking about Bordieusian habitus research. We propose that different field influences can be conceptualised through a person's perceived and imagined change of position, speed of change, accelerated or decelerated change, and impact of any resultant change. This view of habitus and field aims to highlight, to those involved in educational decision making, the meaningfulness of affective field factors for young people, reduce cultural capital-based incongruence, and provide a greater shared understanding of their impact. Differential calculus describes the rate of change of two functions; one dependent, the Habitus, and one independent, the factor or field. The independent variable can, to some extent, be manipulated either by the individual or by an external agent to influence the dependent variable and may guide thinking about how field(s) can provide either reinforcement for habitus or a habitus 'tug'. We use this mathematical metaphor through unit vectors of a Cartesian coordinate system, i.e., standard vectors in the direction of x, y and z axes are i, j and k, to consider the intersectionality of multiple field impact on habitus reinforcement/change. Figure 1: Vector components diagram showing positive and negative tri-directional reinforcement/ tug/pull of fields

We suggest that this analogy is congruent with Hebbian plasticity and the view that habitus is a principle of 'operative spontaneity' and in a state of permanent revision through structural and neural substrate change. More frequent spontaneity may, therefore, lead to more permanent reinforcement or changes in behaviour that may begin to 'tug', or 'pull', on habitus in a more radical way depending on the combined field factors. Taken together, the analogy presented above provides an opportunity to consider, through direct interventions, how field factors can be understood, generated, maintained, managed, manipulated, controlled, or even removed. We will present some preliminary findings from our research in this area. We conclude that exploring field factors in relation to an individual's habitus may be important when an individual is presented with educational decisions that impact significantly on her/his affective state and that may challenge existing habitus.

Symposium Session 3A: Wednesday 5th July 2023

15:45 – 17:15h

Stream: Primary and secondary education

Room: Espai Innovació

Chair: Sara Gil

Discussant: Aina Tarabini

Against all odds: Educational transitions and aspirations in the light of social inequality

As a great amount of research has shown, educational transitions, especially in late modernity, have become key moments in the reproduction of social and educational inequalities (Ball et al., 2000; Reay et al., 2010; Tarabini & Ingram, 2018). Educational transitions are neither determined, nor are they result of autonomous choices of rational individuals (Cuconato & Walther, 2015). Rather, educational trajectories emerge from a nexus of complex and powerful relations between structural, institutional and individual dimensions, manifesting at transitions across the educational system. Yet, these mechanisms of social inequality in educational transitions often remain hidden. In particular, young people are required to make “free” educational choices according to their abilities, preferences, and aspirations, which will constitute the basis of their future life paths. However, as Pierre Bourdieu has pointed out individuals’ preferences and aspirations tend to express an anticipation of objective opportunities, that is to say, aspirations are the embodiment of unequal social structures. Therefore, this is the mechanism whereby the “social magic” of social reproduction operates through individual actions, as if they were directed without any director (Bourdieu, 1972). We suggested that examining how educational aspirations and thus transitions are constructed could reveal the mechanisms by which power is exercised and inequality is produced. The aim of this symposium is to discuss the potential of Bourdieu’s conceptual tools to study how social inequalities are (re-)produced during and through educational transitions. Our goal is to further develop these tools to contribute to a better understanding of educational aspirations and transitions in postmodern times. All the contributions use a Bourdieusian lens to explore the construction of educational aspirations, choices and paths in education, focussing on different fields of research: higher education, VET, academic upper secondary education and policy makers’ narratives. Methodologically, the research presented and discussed in this symposium draws on in-depth qualitative approaches, which allow us to a better comprehension of those mechanisms that often remain obscured or taken for granted.

Presentations and authors

“If that actress reached far I can too”. Young people’s aspirations, perceived opportunities and social position

Sara Gil (Autonomous University of Barcelona)

Young people’s imagined futures (Ball et al., 1999) reflect the social positions they see as available - which constitute their horizons of action- and desirable -expressed as concrete aspirations (Ball et al., 2002; Gale and Parker, 2015). From a theory of practice approach (Bourdieu 1972), these views of the future can be understood as incorporated structures of opportunities. However, perceived and actual opportunities do not always match, which can be experienced as confusing, painful or even denied. The aim of this paper is exploring the future aspirations, perceived opportunities, and social position of academic upper secondary students in different programs and from different social backgrounds. In particular, it explores what happens when students’ educational and professional aspirations and their plans to achieve it do not correspond with their probable opportunities. This contribution is based on an ongoing case study conducted in three high schools in Catalonia (Spain). Data includes 24 in-depth interviews with biographical techniques and 279 letters written “from the future” (Sools, 2020), both with first years in different tracks of academic upper secondary studies (16yo).

Spatializing inequalities in upper secondary transitions: the role of educational planning policy

Mariona Farré (Autonomous University of Barcelona)

This paper reflects upon the interweaving of spatial and social inequalities in the construction of upper-secondary educational choices. It particularly analyses the role of the geographical dimension of VET provision and planning in shaping students’ aspirations and horizons for action. Research has pointed

out that educational transitions are key moments to explain the reproduction of social inequalities (Tarabini & Ingram, 2018). Previous investigations has also highlighted the relevance of spatiality -both in objective and subjective terms- in shaping young people educational transitions and choices (Tarabini et al., 2022). Despite this, there is still room for more nuanced analysis about the role of space, its imbrication with other social inequalities and its effects on young people' self and lives (Farrugia, 2014). Therefore, Bourdesian analytical tools, such as habitus (Bourdieu, 1977), are of crucial significance to understand how territorial features are incorporated in students' dispositions, producing particular practices and subjectivities. The objective of this paper is to contribute to the spatial analysis of educational choices by showing how policy makers make sense of the space in the planning and provision of upper secondary supply. Specifically, the analysis focuses on VET which is the most uneven widespread along Catalonia (Spain), generating differential opportunities among students form different places and social backgrounds. To do so, we develop a qualitative analysis consisting of interviews with policy makers and stakeholders in different administrative scales. The data shows the different ways in which space and place appears in public discourses and impact on the configuration of youth upper secondary opportunities and constraints, consequently imbuing students' imagination of the (im)possible for the people like them. Overall, spatiality contributes to enrich sociological understanding of agents' practices in structure and agency interaction.

The Biographical Complexity of Social Mobility: Emotion, Space and Time in Transition

Flora Petrik (University of Tübingen)

This paper aims at better understanding educational inequalities by exploring social mobility from the biographical perspective of first-generation students. Studies on higher education have shown that the transition to university bears the risk of social exclusion and thus reproducing social inequalities (Finnegan, Merrill & Thunborg 2014). While the challenges for those who are the first in their family to attend university have been well described (Bathmaker et al. 2016), little attention has yet been paid to the process of transition itself. Working with a theoretical framework that combines Bourdieu's concepts of field, habitus and milieu (Bourdieu & Passeron 1990) with the notion of transitions as relationally constituted (Walther, Stauber & Settersten 2022), the paper examines how transitions by first-generation students to and in higher education are shaped, produced and experienced. Led by the assumption that the examination of life histories generates insights into social conditions (Dausien & Alheit 2019), different biographical data was produced over the course of three years (biographical-narrative interviews, written stories) and analysed by the means of grounded theory methodology (Strauss & Corbin 1990).

Drawing on case studies of 24 first-generation students across universities in Austria and Germany (n=4), the presentation points to the affective, spatial and temporal situatedness of educational trajectories. The results emphasise the interrelated roles of emotions, social, geographical and socio-material spaces and genealogical as well as societal time for upward mobility. The paper concludes by proposing how these perspectives might be integrated in Bourdieu's tools of thinking and thus further a better understanding of educational inequality.

Paper Session 3B: Wednesday 5th July 2023

15:45 – 17:15h

Stream: Higher Education

Room: Espai Equitat

Chair: Berenice Scandone

Between Two Worlds - Reproducing Social Inequality in the Transition from Higher Education to the Graduate Labour Market

Ruth Brooks (University of Huddersfield)

Adopting an economic and social development perspective, the UK government views higher education as a route to skilled employment and therefore a mechanism for improving social mobility (Department for Education, 2022). With an increasing number of school leavers expecting to attend university, the sector has grown into a mass education system with approximately 2 million students currently taking

an undergraduate degree (HESA, 2023). As a result, the graduate labour market is competitive, with many, and particularly students from lower socio-economic (Burke, 2016) and ethnic minority backgrounds (Zwysen & Longhi, 2016), finding it difficult to negotiate the transition from education into higher-level, skilled employment.

This paper is an empirical study critically exploring the intersectional influences of class, gender and ethnicity on student engagement with the field of graduate employment. Using longitudinal data gathered from semi-structured interviews across the final year of study and the first year after graduation, the paper adopts an interpretive methodology using a Bourdieusian framework. The concepts of field, capital and habitus (Bourdieu, 1977) have been used collectively to analyse individual student's subjective experiences within the objective structures of the higher education system and the graduate labour market. With a mix of 31 male and female participants from a range of social and ethnic backgrounds, the data was analysed using King and Brooks (2017) Template Analysis. Template Analysis is an iterative two-way process where Bourdieu's concepts were applied as a priori codes as well as themes emerging inductively to provide rich and contextualised life stories that indicate the continuing impact of inequality.

Contributing to the schooling of educational inequalities stream, the findings in this paper indicate that despite all participants obtaining a degree, there were differences in graduate employment outcomes which placed the students into three approximately equal sized groups. The first group were successful in obtaining graduate employment while the second group engaged with the graduate labour market but were unsuccessful in securing a high-skilled job. The final group chose to focus on their studies, not looking for employment until after graduation. Intersecting social class with gender and ethnicity, this paper explores across the groups the disadvantage faced by working class and ethnic minority graduates in securing employment in comparison to their white middle-class peers. It also examines the influence of a gendered habitus which impacted upon the decisions of both male and female participants, but particularly those of working-class and ethnic minority women.

Exploring experiences of higher education outreach during the pandemic

Annette Hayton, Joanne Moore (University of Bath)

This collaborative research project took place in March 2020 when schools and colleges in England were closed in response to the pandemic. For most children teaching took place online and exams were cancelled. Higher education links were disrupted including outreach programmes such as the Uni Connect initiative considered here set up specifically for under-represented groups.

The research explored the effect of COVID-19 on school and college students' attitudes to their future education and career prospects and consider what support students would need post-pandemic. Qualitative research, taking a pragmatic approach, was undertaken through a series of practitioner-led focus groups synthesised into a report to inform the sector.

As in other areas of society socio-economic inequalities were brought into sharp relief and the Bourdieusian informed NERUPI Framework (Network for Evaluating and Researching University Participation Interventions) was used to inform the analysis and recommendations (Hayton and Bengry, 2016). The limited knowledge of professional careers and the educational routes that lead noted by Bathmaker, et al (2016) within groups under-represented in higher education and their social networks was clear and unmitigated by engagement with careers and outreach activity. Concerns about disrupted education adversely affecting examination grades were common, highlighting the precarity of school provision for excluded groups. Anxiety about 'fitting in' in higher education described by (Reay, D., Crozier, G., Clayton, J. 2009) was increased by the social isolation experienced during the pandemic and exacerbated as students were unable to participate in higher education outreach. An unexpected finding was the value students placed on the opportunity to reflect on future plans that enforced isolation afforded.

Recommendations were firmly grounded in practice and included: Sustained interventions and tailored resources, that take account of restricted social networks, are essential to improve access to higher education for students from under-represented. The greater impact of disrupted schooling and attainment for under-represented groups should be taken into account. Learner voice activities, designed to challenge the habitus and increase agency, should underpin the development and delivery of provision including time for reflective practices

Intersectionality and temporality in social mobility: a case study approach to nursing education trajectories

Helene Snee (Manchester Metropolitan University)

Widening participation in higher education is often positioned as a panacea for social justice through its positioning as a driver of social mobility, despite the extensive sociological research that challenges this view. In contrast, debates surrounding nursing degrees have focused on whether higher education is a barrier to social mobility for those who have the necessary personal qualities for a caring career but not the credentials for undergraduate study. This presentation explores the educational trajectories and graduate outcomes of the Nursing Class of 2020 in England in relation to intersecting inequalities over time. It considers the role of class, gender, and 'race' in shaping the past, current, and future pathways of a cohort whose final year was interrupted by the COVID-19 pandemic.

The data is drawn from a project involving 15 final year nursing students in north of England, interviewed just before graduation and again six months later. I focus on the trajectories of two participants, considering issues of capitals and resilience in dealing with these unprecedented events, exploring life histories, university experiences and future pathways. Insights from Bourdieu's theory of practice are used to explore how past forces shape the present and the future. This crisis moment, and how these participants were able to respond, are located in the context of an overarching trajectory. By using a case study method influenced by Bourdieu, these accounts of the micro processes of social mobility – not only upward, but also horizontal and downward – extend our understanding beyond class origins and class destinations, adding to a growing scholarship of temporality and intersectionality in the sociology of social mobility.

Paper Session 3C: Wednesday 5th July 2023

15:45 – 17:15h

Stream: Teacher and Families

Room: Espai Co-creació

Chair: Judith Jacovkis

Parenting autism: A Bourdieusian interpretation of the interactions of parents of autistic children with mainstream schooling

Caroline Oliver and Carol Vincent (University College London)

This paper draws on data collected for a small-scale project exploring the impacts of COVID-19 lockdowns on autistic students attending mainstream schools, and their parents/carers (Oliver et al 2021). Parents (representing different ethnic/racial and class backgrounds) reported that intense labour was required to negotiate between their child and the public sphere of the school, where they perceived that autism was routinely understood as 'disorder' rather than 'difference' (Runswick-Cole 2014). We further explore parental experiences here, a novel application as Bourdieu's concepts are less frequently applied to the inclusion of children with additional needs. The paper makes two contributions.

The first is to use Bourdieu's tools to develop an intersectional analysis of parental interactions with teachers, their differing dispositions, and access to variously valued resources in the field of schooling. Parental representations were influenced by their degree of engagement with the language of 'neurodiversity' which challenges deficit interpretations of autism. However, parents recounted instances where their knowledge was discredited, and their children's issues misrecognised, revealing how even apparently valuable forms of cultural capital were trumped by a school's understanding of autism as 'disorder'.

While noting epistemological tensions between Bourdieu and Foucault, our second contribution is to argue for the potential of 'hybrid theorising' to interpret parent-school interactions (Lewis & Hardy 2015: 250). Foucault emphasises the apparatuses of governance and discipline that seek to manage and control those who depart from norms of behaviour. This helps interpret teachers' understanding of autistic students' behaviours as their own 'choice', and the subsequent pathologizing of behaviours

that do not easily 'fit' with the rhythms and requirements of standardised school life. We conclude by noting that both Bourdieu and Foucault are alert to the possibility of contestation and struggle, leading to counter-discourses, and consider the possibilities of these in relation to autism.

Examining the Reproduction of Cultural Capital through Socioeconomic Segregation in Peruvian Secondary Schools: A Spatial Autocorrelation Analysis of Parental Education and its Impact on Student Outcomes

Ander Alonso-Pastor (Universidad Antonio Ruiz de Montoya / Universidad de Loyola Andalucía)

Peruvian secondary schools are marked by a high level of educational segregation, which greatly impacts the quality of education for students and their academic achievement. This study explores the relationship between cultural capital, socioeconomic segregation, and student outcomes in Peruvian secondary schools through a spatial autocorrelation analysis that includes the level of parental education as a key factor.

Drawing on Pierre Bourdieu's theoretical framework, this study investigates the impact of cultural capital, in the form of parental education, on the reproduction of educational inequalities in Peruvian secondary schools. Utilizing data from the latest Student Census Evaluation (ECE), the study calculates the I Moran Index and the Local Spatial Autocorrelation (LISA), and employs scatter plots and cluster maps to analyze patterns of segregation and the impact of parental education on student outcomes.

The results of this study demonstrate the presence of positive spatial autocorrelation between regions with high levels of socioeconomic status, high level of parental education and high educational outcomes, as well as regions with low socioeconomic status, low level of parental education and low educational outcomes. This confirms the existence of segregation in Peruvian secondary schools and highlights the interplay between cultural capital and socioeconomic status in shaping student outcomes. The findings of this study provide a deeper understanding of the relationship between parental education, cultural capital, and socioeconomic segregation, and have important implications for the education of Peruvian high school students.

Inequalities in education: parental involvement in education and its implications during the COVID-19 school closures in Czech Republic

Jiri Safr, Martin Vávra (Institute of Sociology of the Czech Academy of Sciences)

The intensity and quality of parental involvement, as well as the transmission of cultural competence to a child, differ depending on the family's social class. Yet, the background of parenting approaches in nurturing and supporting children's education is a much more complex and intricate field of practices than the often applied simplistic dichotomy of concerted cultivation vs. natural growth (Lareau 2003). This was on full display during the school closures in the COVID-19 pandemic, when the ability to learn at home became increasingly dependent on the quality of the home environment and the skills of parents. In the Czech Republic, the restriction of teaching in schools and its unexpected transfer to homes was one of the highest in Europe (most of the 2020/2021 term was taught remotely, with only 40 % of the days taught at school). As a result, this has led to an unprecedented amplification of the potential influence of the family's social class. We are attempting to answer the following questions: How much parental educational involvement is related to social class, and how specifically during home-schooling when schools were closed? How does parental educational involvement affect school outcomes and child cultural/personal development? Is there such a thing as a double benefit, or does parental involvement compensate for the family's structurally disadvantaged social position? To answer these questions, we use data from a nationally representative survey of second grade pupils (11-15 years) and their parents conducted in the Czech Republic in 2021. The analysis strategy employs both regression modelling and relational data analysis to map different parental approaches and practices in relation to specific family capitals and impacts on the child. Our preliminary results indicate intensified reproduction processes, the importance of social class in schooling, which is mediated by parenting practices and their assistance in the child's education.

Paper Session 3D: Wednesday 5th July 2023

15:45 – 17:15h

Stream: Elites/Symbolic violence

Room: Espai Compromís

Chair: Marti Manzano

Youth Cultures and Educational Inequalities: New Usages of the Bourdieusian notions of Distinction and Social Capital

Roger Martínez, Jason Torkelson (Universitat Oberta de Catalunya)

One underexplored aspect in applications of Bourdieu's insights about inequality in schools is how youth cultural identifications may mediate the field's longstanding central concern: social reproduction. Subjective youth identity forms and cultures have exploded in the post WW2 West, and many of these have the potential to condition schemes of perception and dispositions, also towards education. In this theoretical paper then we analyse the limits of, on the one side, youth studies' use of Bourdieu to date, which in the study of transition has basically focused on the debates on reflexivity, individualization or structure and agency (Woodman 2009; France and Haddon 2014; France and Threadgold 2016; Bessant, Farthing, and Watts 2017) and, when applied to youth cultures and styles, to the notion of 'subcultural capital' and 'field theory' (Thornton 1996; O'Connor, Connor, and O'Connor 2004; Guerra 2015; Threadgold 2015). On the other side, we unfold the implications of youth cultures research for Bourdieusian approaches to educational inequalities, identifying three central areas upon which successful interchange can be best situated for unfolding this gap: 1) the complex ways through which youth (sub)cultural and social capital linked to distinctions around authenticity, coolness and toughness are homologically articulated with class; 2) the way social capital and homogamy are relationally materialized in schools; and 3) how these aspects can ultimately mediate school trajectories and the reproduction of inequality.

Generally, the article proposes new roads to unpack the analytical tools offered by the Bourdieusian perspective that will enable not only to more broadly use them in youth cultures research, but also to articulate it with the study of the complexities of contemporary processes of educational inequalities, and more specifically, with how youth stylistic identifications mediate between given family capitals (economic, cultural and social) and school trajectories.

Ethnic Mobility: Ethno-Class Identities and Self-Negation

Mirit Haybi Barak, Avihu Shoshana (University of Haifa)

In his book, *Sketch for a Self-Analysis*, published shortly before his death, Pierre Bourdieu (2007) described his inaugural lecture event at the Collège de France in a reflexive and heartwarming way. He called it "a lecture that brought home to me all my contradictions, in a concentrated form" (Bourdieu, 2007, p. 109), describing what he called *Habitus Clivé* (cleft habitus).

Against this background and many other descriptions of the cleft habitus of subjects experiencing socioeconomic mobility (Friedman, 2016; Lehmann, 2014), this research proposes to examine the relationship between the class identity and ethnic identity associated with mobility. To examine this issue empirically, our research derives its data from in-depth interviews with Mizrahim (Jews whose families originated from Arab countries) in Israel who have been socially mobile. The choice of Mizrahim is not incidental. Mizrahism is linked to a long-standing association between ethnic identity and socioeconomic status. Moreover, Mizrahism in Israel is still constructed as a marked ethnic identity, while Ashkenazim (Jews from families of European and North American origin) are described as transparent in their ethnic identity (Sasson-Levy, 2013). Finally, contemporary studies (Abutbul-Selinger, 2020) have shown that despite orders of discourse that encourage color blindness, such as psychological and neoliberal discourses, the Orientalist discourse is still prevalent in many public spheres.

Thus, the central research issue at the foundation of this article is the relationship between ethnic identity and class identity among mobile Mizrahim in Israel. This principal issue is accompanied by several questions: How do mobile individuals integrate and interpret this mobility in their life stories?

What are the relationships between the self-concepts (what Bourdieu, 1984, called habitus) regarding class? Do cultural repertoires associated with ethnicity and class influence the accounts of the mobile individuals, and if so, how?

The findings show how mobile Mizrahim do not report a classic cleft habitus, but rather an amalgam of the types of habitus associated with mobility, strategic preference of class identities, and maintenance of distance from ethnic identity. At the same time, the findings also reveal the heavy use of Orientalist discourse, boundary-work within the ethnic (and familial) group, strong negative emotions (disgust, hate), and self-negation. We offer an interpretation of this self-negation as a unique expression of cleft habitus. We also discuss the discursive explanations for this unique relationship between ethnic and class identities and the prevalent cultural scenario in Israel regarding mobility, which, in turn, affects the phenomenology of mobility.

Beyond modernity? Revisiting Bourdieu's notions of language and symbolic power through a postcolonial lens

Oakleigh Welply (Durham University)

This paper examines Pierre Bourdieu's work on language and symbolic power (1978, 2001) in relation to Frantz Fanon's critique of language and colonialism (1952) and Achille Mbembe and Alain Mabanckou notion of 'langue-monde' (language-world) (2018). It makes a case for reframing Bourdieu's notions of linguistic habitus, legitimate language and linguistic exchanges within a postcolonial critique of race and racism.

Although Bourdieu's work on language offers powerful conceptual tools that help examine inequalities around language in educational settings, they are not always aligned with a more contemporary critique of language and power in European educational contexts shaped by postcolonial (im)migration. The absence of focus on race and the enduring legacy of colonialism in educational systems has generally been a critique of Bourdieu's work, although recent literature has attempted to challenge this view. Relatively recent scholarship has highlighted elements of decolonial critique in his early work on Algeria, in particular through his intellectual collaboration with Abdelmalek Sayad (Go, 2013; Puwar, 2009; Pérez, 2022), whilst a number of scholars have looked at the ways in which race and symbolic capital can be integrated within a Bourdieusian sociological analysis, through notions of 'Black cultural capital' (Wallace, 2017; Rollock et al., 2015) or 'racial realism' (Tichavakunda, 2019). This shift remains more marginal with regard to studies on language, where few Bourdieu-inspired studies focus on the intersection of class, race and postcolonialism to examine language, power and inequalities in educational contexts. This relative absence can seem surprising given the increasing focus on race and language in sociolinguistics (e.g. raciolinguistics (Cushing and Snell, 2022) or LangCrit (Morita-Mullaney, 2018)).

This paper seeks to address this gap and bridge disciplinary divides by bringing into dialogue Bourdieu's notions of language and symbolic power with Fanon and Mbembe and Mabanckou's writing on language, race and colonialism. In doing so, it argues for a deeper critical understanding of the ways in which the symbolic domination of legitimate linguistic norms in European educational systems is inscribed within postcolonial legacies, racial inequalities and contemporary processes of de-territorialisation (local, national, global), beyond the modernist framework of the nation-state.

Parallel Sessions Details

Thursday 6th July 2023

Parallel Session 4

9:30 – 11h

Stream: Policy Analysis
Room: Espai Co-Creació

Paper Session
Chair: Marta Curran

Albert Garcia Arnau	Tackling ICT inequalities in education through the methodological tools of Theory of Practice: from the 'digital capital' to the 'digital habitus'
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Daniel Vazquez, Miriam Prieto and Jesus Manso	My home is yours. Discourses and legitimization strategies of private actors within the school field
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Ruby Brooks and Juliette Wilson-Thomas	Cultural Capital in the Ofsted Inspection Framework: A critical feminist policy analysis
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Gulsah Turk-Yigitalp	Resisting change? Teachers' engagement with the new education policy for refugee students in Turkey
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Stream: Teachers and families
Room: Espai Equitat

Paper Session
Chair: Paula Arboix

Michael Mu	Groupings between floating children and urban children: A Bourdieusian social network analysis of physical and social distance in space
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Emily Lau	Care Capital as an extension of Bourdieu's forms of capital: Youth volunteering, gendered school duties and the caring responsibilities of young women
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Hila Hagage Baikovich and Miri Yemini	International Schools in Cyprus as an Arena of Teacher-Parent Struggles: Teachers' Perspectives
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Ilanit Pinto	Teacher Identity in Elite Schools in Israel: Shared Habitus, a Sense of Chosenness, and an Open Future
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Stream: Bourdesian tools and theories
Room: Espai Innovació

Symposium Session
Chair: Geraldine André
Discussant: Aina Tarabini

Elif Keskiner	Intersecting cultural capital
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Marie Verhoeven

Understanding divergent schooling destinies of students from migrant descent in French-speaking Belgium

Jente De Coninck,
Wendelien Vantieghem
and Peter Stevens

A Bourdieusian, Intersectional Analysis of In- and Exclusion Mechanisms in Higher Education. The case of Ethno-cultural minorities Students and Socio Economically Vulnerable Groups

Stream: Elites

Room: Espai Compromís

Paper Session

Chair: Mariona Farré

Martin Myers and
Kalwant Bhopal

The Reproduction and Legitimation of Racism in UK Higher Education

Eszter Berenyi

Working hard for a probable success - early selective grammar schools and the illusion of meritocracy

Adél Pásztor

The price of 'success': Working class PhD students negotiating home and university ties

Parallel Session 5
11:30– 13h

Stream: Primary and secondary education

Room: Espai Co-Creació

Paper Session

Chair: Ruby Brooks

Meghna Nag Chowdhuri
and Louise Archer

Is the critical pedagogue an impossible subject? Negotiating a path between social reproduction and change within youth programmes in three international makerspaces

Ye Cao

Social Inequality in Chinese Students' Science Engagement during COVID-19: Science Capital and Beyond

Sophie Harris

'The mathematics sorting hat': Using a multi-level mixed-method model to apply Bourdieu's theoretical concepts to research educational inequalities in GCSE mathematics

Fiorenzo Parziale

A bourdieusian analysis of vaccine hesitancy. The case of Italian upper secondary school students

Stream: Higher Education

Room: Espai Equitat

Paper Session

Chair: Flora Petrik

Iva Odak and Saša Puzić

Vulnerable groups in higher education in Croatia: insights from students' experiences

Elena Gremigni	University studies and habitus transformations. Testimonies from some first-generation students
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Biorn Ivemark	Conceptualizing Habitus Change: Towards a Processual Perspective
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Stream: Bourdesian tools and theories
Room: Espai Innovació

Symposium Session
Chair: Marie Verhoeven
Discussant: Aina Tarabini

Marie-Pierre Moreau, Kate Hoskins and Ellen McHugh	Intersecting cultural capital
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Maxime Michiels	Class and gender school inequalities and political socialization – Opening and limits of the sociology of Pierre Bourdieu
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Géraldine André and Andrew Crosby	School-to-Work Transitions and Intersectional educational inequalities. Towards an Innovative Bourdieusian theoretical Framework
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Parallel Session 6
14 – 15:30h

Stream: Bourdesian tools and theories
Room: Espai Innovació

Symposium Session
Chair: Martí Manzano
Discussant: Judit Jacovkis

Alejandro Montes	Working-class fractions in the transitions to upper secondary education: unequal experiences, unequal horizons
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Berenice Scandone	Social identities, access to resources and the shaping of higher education and career trajectories
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Martí Manzano	Identities, aspirations and time in transitions to upper secondary education of migrant descendants
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Stream: Higher Education/Labour Market
Room: Espai Equitat

Paper Session
Chair: Relmu Gedda

Dareen Assaf	Female Underrepresentation in Syrian University Senior-Leadership Positions: Perceptions, Barriers, and Enablers
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Furkan Uzan	Doctoral Study and Future Employment: An Investigation Through Social and Cultural Capital
Manny Madriaga	Hope for an anti-racist university?
Ruby Brooks and Melanie Hall	The intimacy of talk and bodies in the early childhood workforce: embodied cultural capital
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Stream: Policy Analysis Room: Espai Co-creació	<i>Symposium Session</i> <i>Chair: Berta Llos</i> <i>Discussant: Judit Jacovkis</i>
Lluís Parcerisa and Marcel Pagès	Exploring the role of institutional habitus in the enactment of accountability and datafication in disadvantaged school contexts: a comparative analysis of Spain and Chile
Alejandro Caravaca and Berta Llos	“Taking context seriously”: Exploring the enactment of gender policy mandates in Catalan education
Marcel Pagès, Edgar Quilabert, Gerard Ferrer, Mauro Moschetti and Antoni Verger	School responses to the improvement mandate: a focus on institutional habitus

Paper Session 4A: Thursday 6th July 2023

9:30 – 11h

Stream: Policy Analysis

Room: Co-creació

Chair: Marta Curran

Tackling ICT inequalities in education through the methodological tools of Theory of Practice: from the 'digital capital' to the 'digital habitus'

Albert Garcia Arnau (Universidad Complutense de Madrid)

Pierre Bourdieu's sociological theory has focused on educational inequalities in their multiple dimensions on numerous occasions, dealing with almost everything from the mechanisms through which the school institution contributes to social reproduction (Bourdieu, 1994) to the growing relevance of cultural capital in contemporary societies (Bourdieu, 2008), and even the very power relations in the academy of which he himself was a part (Bourdieu, 2021). Although the covid-19 pandemic has been a significant disruption in terms of the status quo of educational inequality, where the forced digitization of classes has played a particularly relevant role, when resorting to the work of the French sociologist to analyze inequality derived from the digitalization of education, we find ourselves almost devoid of references.

However, some later sociologists have tried to apply elements of his theory of practice to ICT-related inequalities (Ignatow & Robinson, 2017). Perhaps the most interesting bet is that of 'digital capital', a notion through which several contributions have tried to update the new reality with special interest in adapting their notion of capital to the study of inequalities in the reality of the digital age, since be understood as a concept with its own entity (Oluwatimilehin et al. 2020; Matamala 2021; Calderón, 2021) or as a specific variant of cultural capital itself (Paino & Renzulli, 2013).

After analyzing these proposals, we will propose the notion of "digital habitus" as the most appropriate theoretical commitment to the new reality and less explored by recent contributions. Based on ongoing research linked to the European research project "PIONEERED: Pioneering Policies and practices tackling educational inequalities in Europe" and extensive fieldwork consisting of a qualitative approach (interviews, focus groups and two workshops held with relevant stakeholders in the field of education), we will try to account for the new educational challenges linked to inequality and digital technologies in light of Pierre Bourdieu's Theory of Practice.

My home is yours. Discourses and legitimization strategies of private actors within the school field

Daniel Vazquez, Miriam Prieto, Jesus Manso (Universidad Autónoma de Madrid - Facultad de Formación de Profesorado)

In the last decades, discourses and policies promoting educational systems privatisation processes and advocating PPPs in education have spread globally (Robertson et al., 2012). In that context, various regions within the spanish educational system have initiated processes of reform of their educational systems based on a growing role of private actors, being Madrid one of the regions leading this trend. The present contribution explores, based on Bourdieu's notion of field (1995, 1997) applied to education, and specifically to school, how various private and public actors position and legitimise themselves as key references for education policymaking and school practices through their discourses about public-private partnerships and collaboration and the influence strategies that they display. The analysis focuses on key documents and 8 exploratory interviews carried out with representatives of three groups of actors: 1) regional educational administration; 2) private pedagogical historical movements (Pedagogical Renewal Movements and Atlántida Project); and 3) new private social initiatives (COTEC, Promaestro Foundation, ESADE and ExE). Results show that both private and public actors legitimise the key role of private actors in building up the school field, although they develop different strategies for exerting their influence: while public administration still focuses mainly in policymaking and official programmes, the private sector focuses more on social media and networks as well as reports and dissemination events. Results show that private actors and interests position themselves and are positioned by the educational administration as legitimised and naturalised. These private actors allude to their social and cultural capital, based mainly on a democratic understanding of

the school and their evidence-based knowledge, justified by international organisations' discourses on public-private alliances, to justify the need for their presence and shaping of the school field within the madrilenian educational system.

Cultural Capital in the Ofsted Inspection Framework: A critical feminist policy analysis

Ruby Brooks, Juliette Wilson-Thomas (Manchester Metropolitan University)

In 2019 'cultural capital' was introduced into early years policy as part of a political agenda regarding social mobility, and is defined by Ofsted (2002) as, 'the essential knowledge that children need to be educated citizens.' An interpretation of 'cultural capital' which presents certain forms of culture as a means to address social inequality in the education system, a flawed notion which ignores the ways in which this perspective creates the inequitable structure. Giving voice to marginalised groups is arguably an ethical imperative of sociological research; to articulate and address inequality and discrimination in our societies. Women continue to be one such group, particularly women who work in 'traditionally feminised' professions such as early childhood education and care (ECEC). Our research therefore, uses Bourdieu's conception of forms of capitals, and a critical feminist stance, to analyse educational policy imposed upon workers within the ECEC sector. Bourdieu theorised 'cultural capital' as a means to categorise forms of value, in order to analyse how societal groups create and maintain hierarchies, thus the imposition onto this workforce to develop 'cultural capital' in children as part of their practice may represent 'othering' and 'symbolic violence', not only for children whose habitus is not highly valued, but most certainly for the ECEC workforce who are predominantly working class women. Our research presents a critique of 'cultural capital' in Ofsted policies in regards to the potential negative impact on the ECEC workforce, and seeks to develop further research empowering ECEC workers to disrupt this elitist directive.

Resisting change? Teachers' engagement with the new education policy for refugee students in Turkey

Gulsah Turk-Yigitalp (Universitat Autònoma de Barcelona)

Does education policy ever change, or does it survive within the teacher? When policymakers decided to enroll mostly Arabic-speaking Syrian refugee students in Turkish-medium public schools through a policy shift in 2016, it was barely an educational reform in the monolingual education system. However, students' first languages were acknowledged in policy documents and the EU-funded education project, which backed this policy shift, offered Arabic classes and employed Arabic-speaking staff to work as translators in certain schools. As opposed to the way the education system dealt with the bi/multilingualism of pupils speaking minority languages for decades, the legitimate language on school grounds was not only Turkish anymore. This has not sat well with many teachers who have so far taught in an education system that delegitimized any first-language production other than Turkish. Therefore, one could find appearances of the logics of this system in teachers' everyday interactions with the students and their parents, which then works to reproduce this same system. By adopting a sociolinguistic ethnography approach, I explored how language policy in the school functions as a tool for the reproduction of the social order through a year-long ethnography including observations in a primary school in a southern city in Turkey, in-depth interviews with various policy actors and policy document analyses. In this presentation, I aim to demonstrate how teachers engage with this new policy and how they are agentive in resisting change through everyday interactions in the school. My research uses Bourdieu's conceptual tools to explore the inequality that the education system in Pakistan is reproducing and is exploring how linguistic capital, field and habitus can help us support students from disadvantaged backgrounds.

Paper Session 4B: Thursday 6th July 2023

9:30 – 11h

Stream: Teacher and Families

Room: Espai Equitat

Chair: Paula Arboix

Groupings between floating children and urban children: A Bourdieusian social network analysis of physical and social distance in space

Michael Mu (University of South Australia)

This paper used social network analysis (SNA) to test the homophily hypothesis that socially similar children are physically proximate. Behind the hypothesis testing is the Chinese context of large-scale rural-to-urban migration in recent decades. Among this massive population of migrant workers, many are parents and brought their children with them when they moved to cities for work. These children, without permanent urban residency (urban hukou), do not have equal and easy access to social welfare such as public medicare and schooling enjoyed by their urban peers. The term 'floating children' is therefore crafted to mirror their uprooted past, transient present, and precarious future.

Extant literature has examined the policies, programs, and problems regarding floating children's access to and experience of public schooling (Mu, 2018; Yu, 2020b), language choice and use (Dong, 2018; Mu & Jia, 2016; Yang & Curdt-Christiansen, 2020), health and wellbeing (Fan et al., 2020; Mu & Hu, 2016; Zhu et al., 2016), and social in/exclusion in the urban space (You, 2019; Yu, 2020a). Less examined, however, is the potential in community work that nurtures the betterment of floating children. The current paper contributes in this regard. It is situated in the context of a community school that provides free educational services to floating children and local urban children. Specifically, the paper aims to probe and prod the patterns of groupings among floating children and urban children in the community school and the implications of such patterns for structural (in)equalities. Data were collected from 45 floating children and urban children in a community school. Results from SNA rejected the homophily hypothesis, calling for collective activism for small-scale but sociologically meaningful change to disrupt the correspondence between the physical and social distance established through the 'site effects' of the hukou (household registration) system.

Bourdieu expressly criticises SNA for its interactionism that reduces social reality to intersubjective exchanges, without delving into the power relations behind these (Bourdieu & Wacquant, 1992). The theoretical-methodological contribution of the paper is the employment of SNA within a Bourdieusian remit to analyse children's groupings and the structures behind them. To make sense of SNA data, the paper not merely draws on habitus, capital, and field – Bourdieu's signature triad that has been extensively employed by extant research – it also has recourse to 'site effect' and 'space' – two less used Bourdieusian tools that prove helpful in grappling with the research problem under examination here.

Care Capital as an extension of Bourdieu's forms of capital: Youth volunteering, gendered school duties and the caring responsibilities of young women

Emily Lau (University of Kent)

While Bourdieu's theories of habitus and capital are often applied as a lens to reveal less visible forces of class inequality in education and society, more research is needed around the way experiences are shaped around youth and gender. This paper proposes the addition of a concept of 'care capital', a gendered form of Bourdieu's theories of capital that provides an understanding into the experiences of young women participating in a school-based youth volunteering project. Building on the feminist research of Skeggs (2002) who used capital to explore gender and identity formation, and Reay (2004) who suggested gendered capital was also a way of understanding the role of emotions, this paper presents ethnographic research demonstrating how care played a gender specific role in the way a group of young women were engaged in school duties and volunteering in their local community. The connection to care in the lives of all the young women in the study was linked to how they were represented in school and society through constructs of youth and gender.

This paper also argues that conceptually there are limitations and inequalities in the way Bourdieu's theories are rooted in a presentation of young women as 'capital bearing subjects' rather than 'capital bearing objects' (Lovell, 2000). Developing a theory of care capital, the paper uses examples from the study to illustrate how care was not only present in the habitus of the young women, it was also present as a form of capital. While care was a mechanism in which young women experience gender inequalities at school, (Lau, 2022), in this study there is also evidence that each of the women used care as a resource to navigate power relations within school and society and to define their identity. This is also evident in the research of critical race theorists such as Wallace (2017), who demonstrate how black cultural capital is used by young black middle-class students to advantage their education. This paper concludes that Bourdieu's forms of capital remain an essential theoretical means to understand young people's experiences of school and society, however it is imperative that the theories are applied through reworkings or extensions to Bourdieu's theory that consider representations of gender, race and youth in contemporary youth studies.

International Schools in Cyprus as an Arena of Teacher-Parent Struggles: Teachers' Perspectives

Hila Hagage Baikovich, Miri Yemini (Tel Aviv University)

Our study focuses on schools in Cyprus as an arena of struggle between parents and teachers, highlighting teachers' voices and presenting their perspectives about this relationship. The study applied Bourdieu's theory, which views the power relations between teachers and parents as a struggle for control and power. The study utilised a qualitative approach to examine how teachers' expectations and perceptions of parents in international schools shape the parent-teacher relationship, considering each group's different types of economic and cultural capital.

The approach we employed was based on the constructivist paradigm (Creswell & Poth, 2016), taking a phenomenological approach, and aiming to understand phenomena in context-specific settings. The interviews' transcripts were analysed using a semi-grounded approach, where Bourdieu's conceptual lens was complemented by new or unexpected themes that emerged through the inductive analysis of the data. The study population included 17 teachers from five private international schools in Limassol, Cyprus that deliver UK curriculum. All had been teaching at an international school for at least one year, and were native English speakers from English-speaking countries.

The main themes that emerged in the study were the existence of cultural capital gaps between parents and teachers, parents behaving as 'customers,' and the school being perceived as a 'product.' Accordingly, we found that the relationship between parents and teachers at school were replete with tension and frustration, teachers did not feel a sense of identification with or closeness to parents and that teachers use their cultural capital to leverage their power and repel demanding parents.

Teacher Identity in Elite Schools in Israel: Shared Habitus, a Sense of Chosenness, and an Open Future

Ilanit Pinto Dror (Haifa University)

This study examined teacher identity in elite schools, and how this identity influences becoming an elite subject for students from privileged backgrounds, thus reinforcing class hierarchies (Kenway, 2018). In line with the sociocultural approaches, Teachers' identity has been defined as teachers' understandings about their roles or the ways they argue for themselves (Maclure, 1993). Studies demonstrate the importance of teacher-student relationships on students' academic, social, and emotional successes (Kerstetter, 2016), and teachers' identity characteristics as being cultural capital that may maintain privileges and educational stratification (Howard, 2010).

The study examined two key questions: What characterizes teacher identity in elite high schools? (2) Whether and how teacher identity plays a role in producing and cultivating privileges? To resolve these questions, 20 teachers in three elite high schools in Israel were interviewed.

Teachers in elite schools have been referred to as the "heart and soul" of schools (Persell & Cookson, 1985) – "experts of the body, mind and soul" (Lawrence-Lightfoot, 2008 p. 234), who act as "missionaries to the rich" with devotion and sacrifice as the norm (Variyan, 2018). Their relationships with their students are characterized by deep ties and commitment and extreme dedication to promoting their students' learning and development. belonging to an elite school fosters the identity of select teachers ("the best of the best") (Gaztambide-Fernández, 2009). These teachers have a shared

cultural background with their students (Halpin, Power & Fitz, 1997). They use special curricula to establish distinction with regard to the students' unique subjectivity (Gaztambide - Fernande, 2009) and attempt to envision a privileged future, what Demerath (2009) calls "colonizing the future." The perception of the teachers' identity includes imparting knowledge about the "rules of the game" (Silva & Corse, 2017).

The findings revealed three unique characteristics of teacher identity in elite high schools in Israel; shared habitus, sense of chosenness, and future orientation. This teacher identity is characterized as representing mechanisms for ensuring advantage and privilege. The findings suggest contributions to the task of making privilege visible (Howard et al., 2014). The study has discerned a teacher identity that also plays a vital role in cross-generational class reproduction processes. This teacher identity does so primarily by producing and cultivating the psychic landscape of social class (Reay, 2005) and by the psycho-social production of a particular habitus among teachers and students in elite schools.

Symposium Session 4C: Thursday 6th July 2023

9:30 – 11h

Stream: Bourdesian tools and theories

Room: Espai Innovació

Chair: Geraldine André

Discussant: Aina Tarabini

Symposium Thinking Multiple and Intersectional Educational Inequalities with Bourdieu?

Classical Bourdieusian theory has proved to be very fruitful in shedding light on school inequalities linked to the category of social class. The concepts of habitus, cultural capital and the ideology of meritocracy are powerful tools to cast light not only on the reproduction of social class inequalities within education systems but also on the processes of legitimisation of social class positions and relations. In classical Bourdieusian theory, social class inequalities and power relations within the education system have been analysed together with the relations between field and habitus that explain the dialectic between institutionalised structures and embodied structures that consolidate and/or transform the social structure. In French sociology, research following in Bourdieu's intellectual footsteps focuses on how social class inequalities are embodied (through (primary) socialization, habitus and social dispositions), inherited (through cultural capital transmission) and naturalized or legitimized (through the conversion of social class disparities into individual merit and academic entitlement).

While Bourdieu's theoretical apparatus is one of the most coherent and robust theoretical frameworks for engaging in the analysis of class-related educational inequalities, classical Bourdieusian theory is less prolix regarding inequalities related to other social categorisations. Nevertheless, contemporary education systems are characterised by pluralism and heterogeneity at different levels which induce inequalities in education that Bourdieu's theoretical tools are not necessarily able to address. Outside of Bourdieusian theory, scholars have made considerable progress in conceptualising and therefore analysing educational inequalities in all their forms, which are increasingly seen as 'complex, cumulative and multidimensional' and as part of a system (Mcmaster and Cook 2019). In the same vein, intersectional approaches have received much attention in educational research (Chaudhuri, Thimm and Mahler 2019), in order to develop an analysis of educational inequalities at the intersection of multiple and intersecting positions and identities (Scheim and Bauer 2019).

The main objective of this symposium is to put Bourdieusian theory to work and to explore both its limitations and its potential for studying educational inequalities related to other social categorisations, particularly those related to gender, race, ethnic-migrant background, their intersections, as well as their embedment in educational processes and structures. In today's educational systems, where social, ethnic and gender issues intersect and overlap, the crossing of Bourdieu's theoretical apparatus with other bodies of research could offer a more adequate framework for the analysis and intelligibility of educational inequalities.

Presentations and authors

Intersecting cultural capital

Elif Keskiner (Vrije Universiteit Amsterdam)

Bourdieu's theoretical framework has provided useful tools to understand how inequalities are created and reproduced at the micro level (Savage et al 2005). Nevertheless his conceptual framework received much critique from a social class perspective as it falls short of accounting for social mobility patterns (Friedman 2016; Keskiner and Crul 2017). Feminist scholars have criticized Bourdieu's short-sightedness when it comes to gendered forms of capital, such as emotional capital (Reay 2004), and his lack of appreciation for resources which are not white, male and middle-class (Skeggs 2004). While the intersectional critiques of Bourdieu's work have been scarce (Collins and Sirma 2020), scholars did point out his tendency to equate class structure with social structure ignoring all the other structures like gender, ethnicity, race, sexuality (Brubaker 1985). While using his theoretical tools, scholars pointed at his failure to recognize other forms of capital, for example in migrating cultural capital (Erel 2010). Yet descendants of migrants; who are born and raised in the host countries (hence not migrants) and who possess a diverse pallet of forms of capital subject to recognition (or not) forms an interesting case study (Keskiner 2019). Based on 15 years of work with descendants of Turkish migrants who have been upwardly mobile in their social trajectories, this paper critically applies Bourdieu's conceptual toolbox and discusses a) how Bourdieu's approach falls short of recognizing the way forms of capital can be/ are developed in the social trajectories of second generation b) how different forms of capital can selectively be recognized according to the rules of the game in the fields c) how an intersectional analysis could be useful in understanding the varying recognition of forms of capital..

Understanding divergent schooling destinies of students from migrant descent in French-speaking Belgium

Marie Verhoeven (UCLouvain, GIRSEF, Louvain-la-Neuve, Belgium)

Classical Bourdieusian "social reproduction" theory has shed light on the way the school institution "transforms" initial cultural differences linked to social class into academic differentiations. This two-folded model examines the articulation between (i) social dispositions and habitus (distant or consonant to dominant school culture) and (ii) school verdicts and entitlements, which tend to naturalize sociocultural differences by constructing them as talents or merit, and by embedding them into contrasted schooling paths.

The study of the school trajectories of second-generation migrant students questions this model in several respects, related to the nature of capitals forged through migration and ethnic belonging, and to the specific forms of symbolic violence related to race and ethnic relations). However, scholars following Bourdieu's footsteps tend to be reluctant to consider "ethnicity" or "migrant background" as a relevant category, privileging social class over all other markers of social hierarchization.

Relying on several studies on the school trajectories of second-generation migrant students in secondary schools in French-speaking Belgium, this paper considers that ethno-national origin is relevant to analyze how social differentiation is produced through the school system. Following the spirit of Bourdieu's insights rather than the letter of his writings, we consider ethnic origin as a "proxy" for a particular social position that condenses multiple and multisituated forms of capital, forged in different social spaces ("home" and "host" societies) (Portes and Gonzalez, 2019; Ichou, 2018).

Against this backdrop, a previous typology of divergent school careers (Verhoeven, 2011) associated to contrasting ethnic identity positioning, will be revisited and discussed through the lens of two hypotheses (both leading to critically expand the Bourdieusian initial framework) : 1) (successful) mobile students embody and reveal the transformations of legitimacy and of dominant cultural capital in late modernity (insisting I more on postconventional skills to deal with cultural pluralism); 2) a multilevel model is required to unfold the divergent school trajectories (between and within ethnic groups), taking into account (i) family cultural capitals, built on the parents' education and professional experiences in the country of origin; (ii) the specific modes of (residential and labour) incorporation of the ethnic group; (iii) ethnic capital (defined as a set of resources provided by and exchanged within an ethnic community) ; and (iv) the characteristics of the local school field in which those capitals are transferred, converted, interpreted, valued or disregarded, and finally channeled into differentiated school structures (Zhou, 2015; Ichou, 2018; Verhoeven, 2011)

A Bourdieusian, Intersectional Analysis of In- and Exclusion Mechanisms in Higher Education. The case of Ethno-cultural minorities Students and Socio Economically Vulnerable Groups

Jente De Coninck, Wendelien Vantieghem and Peter Stevens (Ghent University)

The proposed research aims to uncover mechanisms for inclusive higher education (HE), focusing on two vulnerable groups, specifically ethnic-cultural minority (ECM) and low-socio-economic status (SES) students. Drawing on findings from 27 qualitative interviews, this article explores how ECM students and vulnerable SES backgrounds navigate the possible barriers and supports in HE. A theoretical framework that provides important insights for this research is the intersectionality perspective, which underlines the importance of "intersections" where characteristics intersect and lead to unique challenges and experiences (1). In addition, I draw upon a set of relational concepts by Bourdieu (2, 3, 4): capital, field and habitus. Although more ECM and low-SES students are enrolling in HE, a problem with so-called "survival" occurs quickly (5). Consequently, in order to avoid selection biases and capture the impact of early exclusionary mechanisms, this research focuses on first-time enrollers in HE. We utilize a Bourdieusian approach, since it emphasizes the importance of understanding the ways in which social structures shape individuals' experiences and behaviors. Preliminary results showed that the transition from secondary education (SE) to HE is regarded as difficult, as some low-SES ECM students do not possess the sociocultural capital that adequately prepares them for HE in contrast to high-SES-ECM peers who felt adequately prepared due to their embodied sociocultural capital. High-SES-ECM students emphasize that the foundations for a successful study career in HE are laid earlier, particularly attending SE in general education. These students have learned to function in a field attributed to the native middle-class, thanks to intensive contacts with those peers. This can be linked with habitus, as an individuals' experiences are shaped by their sociocultural environment. The research identifies potential approaches gathered from in-depth understandings of the sociocultural factors and contextual information regarding the experiences and perspectives influencing inclusive education, from a Bourdieusian perspective.

Paper Session 4D: Thursday 6th July 2023

9:30 – 11h

Stream: Elites

Room: Espai Compromís

Chair: Mariona Farré

The Reproduction and Legitimation of Racism in UK Higher Education

Martin Myers, Kalwant Bhopal (University of Nottingham)

This paper reports findings from research exploring the experiences of 49 graduate students studying at four elite universities in the US and UK. The overarching aim of the research was to identify and evidence how inequalities associated with class and race/racism were reproduced by elite universities. In addition to Bourdieu's work the researchers drew upon theoretical tools from Critical Race Theory including interest convergence, intersectionality and whiteness as property (Bell 1980, 1991; Crenshaw 1991; Leonardo 2009). This paper focuses on the effectiveness of Bourdieusian analysis when researching race/racism in education. As is well known, Bourdieu's account of the relational competition for capitals within educational fields focuses on the reproduction of class inequalities (Bourdieu & Passeron, 1979, 1990) rather than racial or ethnic inequalities. Following his early work in Algeria (Bourdieu, 1962; Bourdieu and Sayad 2015) Bourdieu rarely addresses race or ethnicity. This has been explained as a consequence of the republicanism underpinning French social life with public institutions, such as universities, not administratively identifying ethnicity; but, convincing arguments about the ethnocentrism underpinning Bourdieu's work have also been made (Hanchard, 2003). Other scholars have addressed race and ethnicity when deploying a Bourdieusian analysis; typically in relation to forms of 'raced' capitals such as 'ethnic capital' (Shah et al, 2010), or 'Black' cultural capital (Wallace, 2017). We argue that more nuanced use of Bourdieu's key concepts could be made to understand race/racism; and, that particular alignments of research practice between Bourdieusian research and critical race theory have been neglected. Elite universities are a particularly insightful research context because they are sites in which the most dominant social actors are exerting influence within and

beyond their field, including along racial lines to privilege the interests of white groups irrespective of class.

Working hard for a probable success - early selective grammar schools and the illusion of meritocracy
Eszter Berenyi (ELTE University Budapest, Hungary)

The paper explores the effects of the arduous preparation process for entrance exams to early selective elite grammar schools in Hungary.

In addition to the impact of the social and cultural capital used by the middle class families on academic success, the paper focuses on the less frequently used concept of “waste” as defined by Bourdieu and Passeron, when they write about that the apparent waste (“gaspillage”) of time and money in the educational system serves to maintain the illusion of meritocracy in educational selection (Bourdieu&Passeron, 1990).

The research to be presented, which employed a mixed method approach including a survey and semi-structured interviews with parents, sheds light on the investments of cultural, social, and financial capital made by the families, as well as the manifestation of “intensive parenting” (Hays, 1996) and its consequences in terms of anxiety, stress, and exhaustion experienced during the preparation process. Despite these difficulties, parents still view the time and energy spent as necessary for success. However, according to the research, most of the selection happens before the application process, between those who opt for these schools (choosers) and those who do not (non-choosers), and the majority of those who apply eventually gets admitted. This leads to the perception of the process as a waste of not only in terms of time and money but also of unnecessary exhaustion and feelings of uncertainty. Nevertheless, these apparently unnecessary forms of waste reinforce the meritocratic appearance of elite educational selection and the individual responsibility in attaining a successful educational pathway both in the eyes of the individuals and the public.

The price of ‘success’: Working class PhD students negotiating home and university ties
Adél Pásztor (Corvinus University of Budapest)

Scholars of the sociology of (higher) education long interested in the study of social mobility well documented the plight of first-generation or first-in-family students (i.e. both terms describing individuals who were first in their families to attend university) who experience significant ‘injuries’ upon their attempt at being upwardly mobile (Sennett and Cobb, 1977). Caught in a ‘painful’ position of social limbo, from their origin as well as their destination class (Bourdieu 1998:106) they must exert a great deal of emotional labour in order to balance the two distinct worlds at the same time. Scholars focusing on the subjective experience of upward mobility (see e.g. Baxter and Britton, 2001; Friedman, 2016; Lee and Kramer, 2013) further underscored the fact that long-range mobility always comes with sacrifice.

Elite institutions, viewed as the bastions of privilege, due to the high degree of selectivity, prestige, and the resulting payoffs at the graduate labour market, offer suitable sites for examination of the effects of social mobility on the individual. But with past research remaining focused on initial entry to HE (see e.g. Reay et al. 2009a, 2009b; Jack 2016; Thiele and Gillespie 2017), little attention has been paid to postgraduate levels, assuming that the life-course effects will iron out any dissonance experienced earlier in life (Shavit and Blossfeld 1993).

Building on Bourdieu’s concept of ‘cleft habitus’, the study explores the experiences of postgraduate students enrolled in a very elite, European graduate school. While 40 interviews have been carried out for the wider project, the current paper specifically relies on material that speaks to the working-class / first generation experience of long-range mobility that expressly relates to individual relationships with faculty and peers as well as family members who are not upwardly mobile. Case studies of working-class doctoral students are being used to illustrate three distinct patterns of adaptation across the ‘academic field’ and the field of origin (home ties), ultimately leading onto different (career) destinations for the individuals (i.e. distancing from both home & the academic field; reintegrating in the academic field of origin; identifying with elite academia). While emotional labour has always been needed to smoothen out the mismatch in habitus in relation to both origin and destination fields, the

perceived distance between these significantly shaped the young people's imagined careers, turning them away from / towards the academic elite.

Paper Session 5A: Thursday 6th July 2023

11:30 – 13h

Stream: Primary and secondary education

Room: Espai Co-creació

Chair: Ruby Brooks

Is the critical pedagogue an impossible subject? Negotiating a path between social reproduction and change within youth programmes in three international makerspaces

Meghna Nag Chowdhuri, Louise Archer (University College London)

Bourdieu's work foregrounds how educational settings operate as sites of social reproduction by highlighting pedagogic practices which maintain unjust power relations. However, this leaves little space to understand, explain or imagine ways in which such settings might work against social reproduction and enable equitable change. In contrast, there is a strong countertradition of liberatory approaches to education, organised around the ideas of critical pedagogy, which propose that pedagogy can be used to challenge social injustices. This paper seeks to bring these two theoretical ideas, to consider the extent to which Bourdieusian theory might helpfully inform equity-orientated pedagogy. The paper draws on data from a 4-year multi-site research and development project conducted with makerspaces. Makerspaces are informal spaces that support science, technology, engineering and mathematics (STEM) learning through 'making'. While the movement is seen by some as a tool for 'democratising' access to and participation in STEM; other aspects of the movement have adopted neoliberal and dominant approaches, reproducing the white, male, middle-class culture of STEM. Despite a rapid proliferation of makerspaces, there is very little research on how makerspaces reproduce inequalities and/or potentially challenge them through their practices. This paper draws on ethnographic fieldnotes and practitioner interviews conducted in three makerspaces (in UK, Palestine and Nepal), at different stages of developing their equitable practice within programmes for underserved youth. Analysis explores practitioners as complex subjects, located at the nexus of structure and agency, with capacity to enact both social reproduction and change. Further, the factors that enable/constrain the potential for equitable practice are mapped out through an interpretative framework drawing on both Bourdieusian and critical pedagogical understandings. We conclude by discussing the importance, tensions and possibilities for combining these theoretical approaches for understanding dominant power relations and justice-orientated possibilities for change among makerspaces' work with minoritized young people.

Social Inequality in Chinese Students' Science Engagement during COVID-19: Science Capital and Beyond

Ye Cao (King's College London)

China was the first country to report the SARS-CoV-2 virus to the World Health Organization (WHO) and implemented stringent lockdown measures to combat the pandemic. The studies conducted in China on secondary education during the COVID-19 pandemic focus on online teaching methods, teacher competence, and student well-being. These studies have revealed major challenges in teaching science during the pandemic, such as the shortage of online resources, particularly for rural students. Nevertheless, some studies have discovered new opportunities for science education and an increase in students' interest in pursuing a science career. The impact of the pandemic on Chinese students' engagement with science remains unclear. This study aims to investigate the impact of COVID-19 on Chinese students' engagement with science and their aspirations towards science or medical careers. Data were collected with a survey covering 802 middle school students, and 23 semi-structured interviews with students, parents, and teachers from eastern China. The study employed the concept of science capital and a Bourdieusian framework to understand the change in students' engagement with science during the pandemic. The results indicate that a majority of students remained engaged with science during COVID-19 and have a stronger desire for medical or scientific careers compared to

before the pandemic. The findings also showed disparities in science engagement and aspirations based on region and gender, with urban students and girls displaying higher levels of engagement and aspirations. The results suggest that science capital is positively linked to students' willingness to engage with science and their aspirations towards science careers during the pandemic. This study provides important implications for policymakers and educators to enhance science engagement and career aspirations for Chinese students during and after the COVID-19 pandemic.

'The mathematics sorting hat': Using a multi-level mixed-method model to apply Bourdieu's theoretical concepts to research educational inequalities in GCSE mathematics

Sophie Harris (Manchester Metropolitan University)

Rishi Sunak's new target for everyone to study mathematics until they are 18 'to offer the nation's pupils the opportunities he was afforded by his own education' shows his naivety towards mathematical inequalities in the UK.

This paper presents an innovative methodology which takes a multi-level mixed-method approach to researching mathematics educational inequalities in England. This framework models how differing positions within the field of education influence pupils' habitus and capitals and in turn impacts on pupils' GCSE mathematics attainment.

It is evident that pupils do not have equal opportunities in mathematics education. The emphasis put on achieving a Grade 4 or above in GCSE Mathematics to move onto further education, or access to certain careers, is a way to filter people into the division of labour. Therefore, GCSE Mathematics acts as a gateway and due to its design creates barriers for some, especially those from working class backgrounds.

Bourdieu's Theory of Practice and his conceptualisation of the interplay between structure and agency allows the exploration of the different influences on pupils' dispositions and practices, including those of the parent, teacher and peers. The methods employed aim to capture the influence of parental habitus and attitudes towards maths, alongside teachers' embodied capital as a gateway for pupils with negative dispositions to see the value of mathematics. This draws upon Bourdieu's concept of counter training: the possibility of change in one's habitus due to repeated exercises over time and space (Bourdieu: 1995).

This model provides a way to apply Bourdieu's theoretical concepts to empirically research educational inequalities through micro, meso and macro levels of analysis. It allows for an in-depth narrative to be developed and used to inform practitioners within their field of ways to tackle inequalities..

A bourdieusian analysis of vaccine hesitancy. The case of Italian upper secondary school students

Fiorenzo Parziale (Sapienza, University of Rome)

The aim of this paper is to propose an original analysis of the association between social status and attitudes toward Covid-19 vaccines regarding upper-secondary students in Italy.

The research was conducted by administering an online survey in the spring of 2021, when the vaccination campaign in Italy had been underway for only a few months. The sample, consisting of 6,689 cases, is probabilistic and stratified by geographic area and school track (high school, technical, vocational). We used multiple correspondence analysis (Benzécri, 1973), in order to examine the polarization between pro-vaccine and anti-vaccine groups as the clash of stances that agents take in accordance with their position in the cultural field (Bourdieu, 1979).

In particular, we paid attention to the combination of cultural capital developed at school and cultural capital inherited from the family and applied Reay's analysis: the disadvantaged students' unfamiliarity with school lies not only in mere learning difficulties, but also in an emotional discomfort in following cultural practices that are in part alien to them (Reay, 2015). This discomfort expresses the sense of inadequacy that, often unconsciously, is also transmitted by their parents (Reay, 1998, 2009), due to the social deprivation they experience. The sense of inadequacy is associated with lack of social recognition in the educational field (Reay, 2005).

About this, our results suggest that the lack of social recognition may also feed a sense of distrust towards institutions that in turn makes subordinate classes oppose everything these institutions recommend, including the scientific discourse, which is forged by school system.

Paper Session 5B: Thursday 6th July 2023

11:30 – 13h

Stream: Higher Education

Room: Espai Equitat

Chair: Flora Petrik

Vulnerable groups in higher education in Croatia: insights from students' experiences

Iva Odak, Saša Puzić (Institute for Social Research in Zagreb)

In this paper we analyse inequalities in higher education in Croatia. We focus on different forms of exclusion of vulnerable groups of students (Lynch and Baker, 2005; Hinton-Smith and al., 2018). The term “vulnerability” was defined as a higher risk of exposure to difficulties in the form of academic or social integration on the basis of students' social positions and identities. Students from vulnerable groups often stand outside the dominant discourse, and thus remain “invisible” in the educational everyday life that is shaped by institutional habitus (Reay et al., 2001; Thomas, 2002). In this way, their unequal position is reinforced, as vulnerable groups often lack certain possibilities and forms of capital (Bourdieu and Passeron, 1979, 1990) that are taken for granted within the higher education system. This can manifest in poorer academic achievements and more frequent drop-outs of students from vulnerable groups (Ellis, 2009; Quinn, 2013).

The focus of this paper is on gaining a deeper insight into the student experience in order to identify relevant obstacles that arise from belonging to a vulnerable group. The analysis focuses on students who are immigrants and asylum seekers, Roma students, LGBTQ+ students, students from the alternative care system, female students in the technical field, male students in the humanities, and students who are children of Croatian Homeland War veterans. In the period from 2019 to 2020, a total of 18 focus groups and interviews were conducted with a total of 58 students from underrepresented and vulnerable groups. Qualitative thematic analysis (Braun and Clarke, 2006) of the collected data shows that their student experience includes very heterogeneous elements of “vulnerability”. Although a significant part of the challenges for certain groups is of a financial nature, many obstacles faced by students from these groups are still beyond the focus of institutional procedures and practices, which includes difficult access and/ or lack of institutional assistance.

University studies and habitus transformations. Testimonies from some first-generation students

Elena Gremigni (Università di Pisa)

Pierre Bourdieu was one of the first scholars to highlight the mechanisms of “elimination” and “segregation” that act in the educational transitions (Bourdieu, 1966a; 1966b; 1989; 1993; Bourdieu e Passeron, 1964; 1970). Even today, students who, overcoming the problems related to their social origin, manage to undertake university studies encounter great difficulties in adapting to the new environment and experience the condition that Bourdieu defined as “allodoxy”.

This contribution, taking into account the research on first-generation students (Thomas and Quinn, 2007; Gofen, 2009; O'Shea et al., 2017; Romito, 2021), aims to analyse the educational experiences of some Pisa University students from families with low levels of institutionalised cultural capital (Bourdieu, 1979b). To this purpose, through the university platform dedicated to blended learning, open questions were administered to a sample of students enrolled in different types of degree programs. This information was subsequently integrated, on the same platform, with some in-depth interviews until reaching an adequate level of theoretical saturation (Glaser and Strauss, 1967).

From the data collected, the economic difficulties encountered by first-generation students emerge, but also the problems of adaptation to a field in which their habitus appears inadequate. Having attended a liceo rather than a technical or vocational school generally seems to facilitate the acquisition

of the code system and rules useful for understanding the stakes. This circumstance seems to confirm the role of educational institutions in the construction of an “institutional habitus” able to enhance integration in the educational field (Reay, 1998; Ball et al., 2002; Lehmann, 2007; Ingram, 2009; Burke, Emmerich and Ingram, 2013; Tarabini, Curran and Fontdevila, 2016). Attendance of university courses themselves helps to shape new habitus that entails the acquisition of other interests, tastes, and practices that involve free time. However, these changes are not without costs as some students experience a condition of “habitus clivé” (Bourdieu and Sayad, 1964): a split stratified and ambivalent habitus in which the conditioning of social class of origin coexists with the later acquired dispositions. A situation that produces an inner struggle between the new personal interests and aspirations and those resulting from the social background, with consequences on family relationships that involve the emotional level (Lee and Kramer, 2013; Friedman, 2016). However, the split habitus can foster a form of epistemic reflexivity capable of understanding and overcoming the embedded conditionings that otherwise risk resulting in forms of social determinism.

Conceptualizing Habitus Change: Towards a Processual Perspective

Biorn Ivermark (University of Gothenburg)

Bourdieu’s habitus concept has been widely applied in studies of educationally successful working class-youth and of social mobility more broadly. This body of work has generated numerous insights into how inherited social dispositions interact with novel social spaces or fields, often resulting in hysteresis and a cleft habitus. A variety of conceptual elaborations have grown out of this research, often providing distinct ideal types for various habitus configurations and outcomes. Despite the usefulness of these conceptualizations, this presentation argues that greater conceptual clarity and analytical precision could be gained by adopting a more processual lens to unearth the complex mechanisms that typically undergird habitus changes. Methodologically, this requires an open-ended life-course approach to interviewing that focuses on agents’ social trajectories and critical turning points within them. Analytically, it requires attention to three key points: 1) concentrating on the distinct processes and mechanisms that underpin the genesis and development of dispositional disjunctures, 2) disaggregating dispositional disjunctures from the subjective experiences they give rise to in order to identify the factors that can potentially mediate the relationship between the two, and 3) conceptualizing both disjunctures and subjective outcomes as varying on a spectrum. This approach is illustrated by synthesizing key findings from three recent studies that draw upon an empirical dataset of in-depth life-course interviews with 34 first-generation students at a Swedish university.

Symposium Session 5C: Thursday 6th July 2023

11:30 – 13h

Stream: Bourdesian tools and theories

Room: Espai Innovació

Chair: Marie Verhoeven

Discussant: Aina Tarabini

Symposium Thinking Multiple and Intersectional Educational Inequalities with Bourdieu? (Part II)

With higher education expanding and academic careers becoming increasingly precarious, the ‘returns’ of a doctoral degree, once a guarantee of an academic career, are uncertain, as well as gendered, classed and ‘raced’ (Leathwood and Read, 2020; Reay, Crozier and Clayton, 2009).

The proposed article draws on a research project on the transition from PhD student to academic in the UK (British Academy-Leverhulme research grant, 2020-2022; Moreau, Hoskins and McHugh, 2022). Twenty-six semi structured interviews were conducted with PhD students who had graduated less than 18 months ago, six with PhD supervisors. The recruitment strategy sought to maximise diversity, in terms of subject background, institution, and identity markers. Transcripts were subjected to a thematic and discourse analysis. The fieldwork was complemented by the thematic analysis of social media material addressing the PhD-postdoc transition.

On a theoretical level, the article is informed by Bourdieu and Passeron's (1970) concepts of capitals, articulated with a post-structuralist feminist analysis (Davies, 2003) to provide analytical consideration of the way the participants are positioned within discourses of academia and negotiate particular pathways linked to their identities and biographies. Consistent with these theoretical orientations, the study acknowledges the significance and intersection of power relationships of gender, social class and ethnicity in influencing opportunities for building an academic career (Leathwood and Read, 2008, 2020).

More specifically, this article focuses on the role of supervisors and institutions as gatekeepers, able to give and withdraw opportunities. In doing so, it sheds light on an under-researched topic: how equity and privilege related to gender, social class and ethnicity play out in intersectional ways and are mediated by doctoral supervisors in access to academic positions. In particular, we focus on two discourses which emerged in the participants' narratives: Intersectional solidarities and intellectual affinities, and reflect on their implications for equity.

Presentations and authors

Intersecting cultural capital

Marie-Pierre Moreau (Anglia Ruskin University, Cambridge, United Kingdom)

Kate Hoskins (Brunel University, Uxbridge, United Kingdom)

Ellen McHugh (Brunel University, Uxbridge United Kingdom)

With higher education expanding and academic careers becoming increasingly precarious, the 'returns' of a doctoral degree, once a guarantee of an academic career, are uncertain, as well as gendered, classed and 'raced' (Leathwood and Read, 2020; Reay, Crozier and Clayton, 2009).

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Class and gender school inequalities and political socialization – Opening and limits of the sociology of Pierre Bourdieu

Maxime Michiels (UCLouvain, GIRSEF, Louvain-la-Neuve, Belgium)

In all his work, Pierre Bourdieu has shown the political character of the social reproduction. Rejecting a narrow approach of what is political and what is not, he argues that the claims of the ecologists, anti-racists and feminists movements but also the idea that people, especially the most dominated, have of their identity and dignity should in fact be included as political (Bourdieu, 1993). In such a vein, I suggest that his extended definition of the political could prove useful to cast light on the effect of school experience on the political socialization of students.

In this presentation, I will first explain in which ways the sociology of Bourdieu could be useful to understand the political effect of the experience of school inequalities. Second, the focus will be on two limits of the bourdieusian approach to study such a question and how intersectionality could compensate for those.

1. Make place for plurality, reflexivity and deconstruction of social categories. In the research of Bourdieu, two major socialization instances are clearly predominant in the young life: the family and the school. The school, by its legitimate nature, seem to be little subject to contestation: its categories and hierarchies are being incorporated by students and in such a way are naturalized. I argue that today's research must account for the diversification of instances of socialization as peers, media, or other social group who can have a direct influence and broadcast other referential of values and, in return, influence the processes of legitimation, naturalization and internalization of social inequalities by school. This being also challenge by the deconstruction of social categories by actors themselves following the intersectional approach.

2. Including and articulating new dominations types. Even if Bourdieu has written about gender issue (1970, 1998), most of his work is centred around the class cleavage. Because the self-identification with the class is, at least, challenged by others social categorizations, I will discuss, with the help of the intersectional approach, the need to account for other cleavage and domination type to fully understand the political effect of the experience of educational inequalities.

School-to-Work Transitions and Intersectional educational inequalities. Towards an Innovative Bourdieusian theoretical Framework

Géraldine André and Andrew Crosby (UCLouvain, GIRSEF, Louvain-la-Neuve, Belgium)

In the field of NEET studies, some authors have argued that the educational inequalities have to be integrated into the analyses of school-to-work transitions in order to highlight the so-called "NEET" situations (Not in Education, Employment and Training). This paper tries to respond to this challenge. Inspired by intersectional theory, which has contributed to the analysis of inequalities at the crossroads of multiple positions and identities, this paper proposes an articulation of the theoretical framework of Pierre Bourdieu with other bodies of research such as the sociology of immigration and feminists theories of care.

The theoretical apparatus of Pierre Bourdieu has proved useful to shed light on how the structural inequalities in educational systems related to class, are subsequently translated on the job market. However, in the context of urban educational systems, where social class, ethno-racial and gender issues intertwine, Bourdieu's theoretical framework falls short as it has not theorized systems of domination based on race/ethnicity or gender. In the American sociology of migration and race relations, the attitudes and policies of the "host society" have been considered crucial in determining the way in which the immigrant and black populations have been able to integrate into mainstream society. However, the members of ethnic and racialized groups also exercise agency in these social relations and thus also contribute to the social position of their members (old and new) in certain fields. Likewise, feminist theories have shown how social relations and the systems of gender norms, representations and prejudices affect the social position of all groups in society. Though women are relatively more disadvantaged and assigned to subaltern roles in society, they have been able to mobilise and capitalise on these inequalities to (re)gain recognition and legitimacy in some fields. As such, being intimately linked to issues of recognition, legitimacy and symbolic violence, this paper proposes to theorise race/ethnicity and gender as specific embodied (i.e. that cannot be acquired, transferred or given away) forms of symbolic capital that affect the individuals' habitus, social position as well as the volume and structure of their capital in different fields.

Based on this new theoretical framework, we will analyze ethnographic data collected during an extended fieldwork with a hundred young people from disadvantaged, urban neighborhoods in Brussels. This will enable a better understanding of the processes and the interweaving of processes of educational inequalities that give rise to a diversity of "NEET situations".

Symposium Session 6A: Thursday 6th July 2023

14 – 15:30h

Stream: Bourdesian tools and theories

Room: Espai Innovació

Chair: Martí Manzano

Discussant: Judit Jacovkis

Educational subjectivities beyond class and time

Over time, research has clearly demonstrated that the Bourdieusian repertoire of analytical tools is a very productive approach to a broad range of social phenomena. Moreover, new generations of academics (Reay, 2000; Thatcher et al., 2015) have consolidated and improved the analytical power of original Bourdieu's work. At this symposium two habitual critics towards Bourdieu's theory will be refused. On the one hand, it is demonstrated that the theory of practice is perfectly able to analyse social realities affected by axes of inequality beyond a dichotomous definition of class and can also incorporate other relevant structural positions as gender, ethnicity/migration, religion, etc. On the other, it is argued that, far from producing deterministic results, the relational model of habitus, capital and field allows us to explore diachronic social processes, habitus transformations and agency in practice negotiations.

One of the most fruitful research areas to demonstrate this are studies around the subjectivities of students in the educational field. In education, class tensions never occur in isolation from ethnicity-migration, gender, religion, etc. (Archer, 2003). Moreover, studies of transitions and trajectories in student' careers inevitably require a flexible theoretical model capable of integrating variations across time and subjectivity transformations (Hodkinson & Sparkes, 1997). Because of that, the papers presented and discussed in this symposium share questions around processes of identity and aspirational (re)production within the educational field from a Bourdieusian perspective that understands that different social profiles of students generate unequal education experiences (Bourdieu & Passeron, 2008). In doing so, the symposium will demonstrate not only the strength and actuality of the Bourdieusian analytical model but also its application to the study of social phenomena in the field of education.

Presentations and authors

Working-class fractions in the transitions to upper secondary education: unequal experiences, unequal horizons

Alejandro Montes (Universidad Complutense de Madrid)

The working-class has historically been treated in a simplistic and homogenizing way, without taking into account the numerous particularities and nuances behind, as well as its recent changes. As a result, for a large part of society, speaking about 'classed society' is to speak of an archaic and outdated scenario. However, the research carried out in recent decades (Savage, et al., 2013; Bourdieu & Passeron, 2008) not only highlights the validity and relevance of social class as a central concept but has also allowed us to deepen the analysis of the objective and -even more important- subjective experiences resulting from belonging to a class fraction. In this sense, conceptualising different class fractions makes it possible to grasp different identities that go beyond the conception of the working- and the middle-class as two large homogeneous blocks (Montes, et al., 2022). Studies such as Ball & Vincent (2007) reveal the uneven way these fractions conceptualize and use the local space, articulating links between meanings, contexts and relationships. Class fraction analysis has enabled a deeper understanding of the unequal experiences of young people in the education field and the rationales that guide their decision-making process in the construction of their horizon of action; especially relevant in the transition from lower to upper secondary.

In this context, this contribution tries to answer the following questions: How is working-class heterogeneity -objective and subjective- reflected in their educational trajectories? What discourses are available to the different fractions of the working-class and how do they mobilize them in the educational field, in general, and in the upper secondary transition, in particular? From a Bourdieusian approach, an analysis has been developed based on 53 interviews with working-class students in Madrid and Barcelona. The results of this contribution focus on how the different working-class

fractions face the processes of transition to upper-secondary education. With this goal, it analyses how young people from different fractions of the working-class use their different resources –whether or not recognized by the hegemonic school culture– and deal with the tensions between class and learner identities. In this sense, the analysis identifies different practical logics that underlie the transition processes to upper secondary education carried out and provides new evidence to understand the socio-educational inequalities that are hidden in the construction of educational trajectories.

Social identities, access to resources and the shaping of higher education and career trajectories
Berenice Scandone (National Centre for Social Research)

This contribution considers, through a Bourdieusian conceptual lens, how the interplay of class, ethnicity, religion and gender positionings shapes the higher education (HE) and career aspirations, expectations and trajectories of British-born women of Bangladeshi origins who attend university. In so doing, it evidences the socially conditioned character of horizon formation and decision-making, thus problematizing both individualistic and cultural deterministic understandings of action.

In the UK, the low rates of HE and employment participation of women of Bangladeshi origins have long been attributed in public and policy discourses to the constraining influence of patriarchal religious and cultural norms (Aston et al. 2007; Casey 2016). As for people of minority ethnic origins more generally, over the last two decades the number of women of Bangladeshi background accessing university and achieving a degree has increased more rapidly than that of white British students (Lymeropoulou and Parameshwaran 2015). Yet, compared to these students, they are still more likely to drop out of HE and to graduate with lower grades (Hubble et al. 2021). They also have bleaker employment prospects than their white British peers with comparable socio-economic background, grades and status of the university attended (Zwysen and Longhi 2016; Lessard-Phillips et al. 2018).

This contribution draws on in-depth and photo-elicited interviews with 21 women of British-born Bangladeshi origins attending a range of HE institutions in London. Building on Bourdieu's conceptual framework and tools, it explores the following themes:

- How participation in HE was supported through discourses and practices shaped by shared experiences, understandings and constructions of migration, ethnicity, class, gender and religion, and the differences between those of working-class and middle-class background
- The dynamism of practices and norms and how these are changing throughout generations
- Participants' perceptions of (not) fitting in at institutions with different ranking, status and students' ethnic and class composition and how they negotiated/resisted this
- How social identities of class, gender, ethnicity, and religion informed participants' employment aspirations and expectations through structuring their habitus, its relation to the field, and access to economic, social and cultural capital.

Identities, aspirations and time in transitions to upper secondary education of migrant descendants
Martí Manzano (Autonomous University of Barcelona)

As in similar education systems, in Catalonia the descendants of migrants are over-represented in post-compulsory vocational studies (Bayona i Carrasco et al., 2020). In order to understand these unequal tendencies, this presentation analyses this phenomenon by exploring the meanings and experiences that lead to specific transition processes.

An analytical model is established that views transitions processes as the result of identity and aspirational articulations over time. Identities and aspirations are produced within the meanings available in the doxa (Bourdieu, 1990) of social fields that predefine the terms in which young people understand themselves and their horizons of action (Hodkinson & Sparkes, 1997). To capture, describe and analyse these meanings, a qualitative, longitudinal and visual methodology has been designed to accompany 18 sons and daughters of Pakistani and Moroccan migrants in Barcelona's El Raval neighbourhood through the transition to post-compulsory education, using semi-structured and photo-elicited interviews.

Results of this research focus, firstly, on the social identities projected in the social field analysed. We observe processes of identity articulation deeply influenced by the context of segregation and super-diversity in El Raval. This context produces identifications that fit differently with the dispositions that

the school recognises and rewards. Secondly, the analysis of school identities reveals the persistence of the individualistic meritocratic ideology (Furlong, 2009) and of natural gifts (Bourdieu, 2011), the hierarchical distinction of theoretical knowledge over practical knowledge and a logic of fitting in which states that "each type of pupil naturally corresponds to a post-compulsory educational pathway or modality". Thirdly, the presentation proposes a typology that distinguishes four transition processes based on documented experiences and transformations over time: transitions by cooled ambition, by sustained ambition, by immediate fit and by professional fit.

Paper Session 6B: Thursday 6th July 2023

14 – 15:30h

Stream: Higher Education/Labour Market

Room: Espai Equitat

Chair: Relmu Gedda

Female Underrepresentation in Syrian University Senior-Leadership Positions: Perceptions, Barriers, and Enablers

Dareen Assaf (Sheffield Hallam University)

In Syria higher education, leadership is scarce, and the issue of female leadership is still unaddressed (Dalati 2014; Khalifa & Ayoubi 2015). Responding to this problem, this study aims to investigate the experiences and perspectives of Syrian faculty members in senior leadership posts with a focus on understanding the barriers and enablers of female leadership in academia.

This study utilizes multiple theoretical frameworks. I draw upon Pierre Bourdieu's theoretical tools and symbolic violence to understand how societal structures and power dynamics shape individuals' perceptions and actions within a given field, and to examine how the accumulation of cultural and symbolic resources by men in academia perpetuates a system of patriarchy, thereby limiting the opportunities and recognition of women in leadership positions (1977; 1984; 1986; 1990). Feminist theories, especially those that reread Bourdieu's works on gender, reflexivity, and how practises might affect internalised habitus, are also utilised. Puwar's concept of space invaders (2004) and Sara Ahmed's "feminist killjoy," and "the politics of being included" are used to analyse this transition and the struggle of female academics (2010, 2012, 2017).

One-on-one semi-structured interviews were conducted with 28 female and male academics who held or had held senior leadership positions. Thematic analysis was utilized as the method of data analysis.

The key emerged themes are: patriarchal and cultural practices, denial of the issue, lack of diversity and equality discourse, exclusion, and symbolic violence against female academics within and outside academia, the power dynamics in which male academics dominate and female academics struggle for a place in the field. The research fills a literature gap by revealing insights from both male and female academics and identifying the obstacles preventing women from advancing to higher positions, while also suggesting ways to empower women in academia. It is a unique contribution to the male-dominated culture in Syria.

Doctoral Study and Future Employment: An Investigation Through Social and Cultural Capital

Furkan Uzan (The University of Southampton)

The traditional view of the relationship between doctoral education and future employment has been challenged due to the rapid increase in the number of graduates and the growing influence of neoliberal economic policies, which argue knowledge producers should work beyond the academic market. This is further followed by loud debates on how to prepare doctoral students for broader job markets. Here, discussions have been focused largely on acquiring broader skills, diversification of programmes and, scrutinising graduate outputs to illuminate antecedents of a smooth transition to the job market. Yet, students' future career positioning and factors shape that, which is an issue with a great potential to provide in-depth knowledge regarding doctoral students' future career preparation, remains largely overlooked.

Drawing on qualitative semi-structured interviews with 30 doctoral students, this research investigates the relationship between doctoral study and future employment through students' perspectives. Interviewees are employed by the answers given to the prior survey, which is implemented in a research-intensive university in the UK. Bourdieusian conceptual tools of social and cultural capital are utilised to well elucidate the nuances of choice politics among students and inequalities in accessing key resources that enhance employability.

Results show that class and ethnicity are key drivers of differences in both aspects. The class difference appears most firmly in which sort of careers students are preparing for during the degree. Cultural alignment with the rules of the academic game and the ability to play in accordance creates the significant distinction between students from working-class and middle-class backgrounds.

Ethnicity is another key factor in leveraging networks and accessing culturally valuable resources. Notable contrasts emerge in favour of white students from students' experiences on the level of support provided by institutional agencies and bodies, e.g., supervisor(s). Hence, white students can enjoy proactive positioning and easy access to valuable resources, whilst others not only fall short of receiving those supports but also face barriers when trying. Predicated on these results, this research offers some implications on policy, institutional and individual levels.

The empirical evidence that utilises the Bourdieusian framework to explain social inequalities and the way of the utilisation of his theoretical lens in a niche setting may attract some attention from the audience, while the paper itself can benefit through fruitful discussions that will be made with the audience has such critical perspective and understanding.

Hope for an anti-racist university?

Manny Madriaga (University of Nottingham)

The journey of achieving race equity in English higher education seems an arduous task. The presence of Black professors is lacking, with only 30 Black female professors compared to 4340 white female professors throughout the UK (Rollock 2021, 2). Moreover, Black undergraduate students are not accessing higher education in the same way as their white counterparts (Boliver 2013), and if they do access similar institutions, they are unlikely to achieve similar degree outcomes as their white counterparts (Advance HE 2020). This is cause for pessimism for people of colour working and studying in higher education, which highlights universities as racialised organisations (Ray 2019).

la paperson (2017) offered hope to make anti-racist change within higher education institutions. An illustration of university workers being cast as scyborgs was offered in retooling and rewiring the colonial machinery of universities to become more inclusive and anti-racist for decolonial ends. It provided a sense of hope amidst the realization that universities are racialized organizations whether in metropole England or in settler colonial states like the USA and Canada. It is this dichotomy of hope (subjective expectations) and realness of racism (objective probabilities) (Bourdieu 1990), specifically among university workers who specialize in spreading the gospel of higher education to people in marginalized communities, which is the focus of this paper. This is a study that examines how race is accounted for in higher education widening access policy and practice through interviews with sixteen university outreach practitioners in the English context. With race at the centre of study, the findings suggest that practitioners invest in an idea of an inclusive university, where hope resides, structured by a racially organised academy.

The intimacy of talk and bodies in the early childhood workforce: embodied cultural capital

Ruby Brooks, Melanie Hall (Manchester Metropolitan University)

Women's interests tend to be trivialised, and their labour (emotional and paid) unrecognised. Meanwhile, the sociology of personal life has highlighted the importance of friendship in everyday life in terms of support and the intensity of such binds which are significant for women's political, cultural and intimate citizenship (Roseneil, 2004; 2014). Early years settings present an opportunity for exploring women's embodied everyday intimacies in an environment where practices are simultaneously remarkable and mundane. Remarkable in the sense their professional role in the care and development of other people's children; mundane due to the domestic tasks their roles entail. This paper draws on interviews carried out with 11 female identifying early years practitioners for the

doctoral study *Femininity, Class & Status: The societal devaluation of the female early years workforce*, which explored professional identities and how capital was (dis)embodied in everyday interactions. As the early childhood workforce is 97% female dominated, and a predominantly working-class space, this perpetuates the traditional woman-as-caregiver role, reinforcing societal marginalisation. A critical feminist exploration of the embodied intimacies of this sector is an important sociological contribution. Using data collected from in-depth interviews with practitioners, this paper argues that everyday intimacies in the workplace are not just an integral part of female culture, but a form of resistance to patriarchal power structures. The paper explores how female bonding is exercised through intimacies in language in a working-class, female dominated space, drawing on Bourdieusian conceptualisations of habitus and capital. Data illuminate experiences of women who spend their working lives in close proximity in the routine of early years settings, and thus the enactment of embodied everyday intimacies.

Symposium Session 6C: Thursday 6th July 2023

14 – 15:30h

Stream: Policy Analysis

Room: Espai Co-creació

Chair: Berta Llos

Discussant: Miriam Prieto

Policy enactment as a field of contestation: school actors' interpretations, negotiations and appropriations

Traditionally, education policy studies have tended to use the term “implementation” to refer to the process of moving policy text to practice. Nevertheless, some positions have been critical of the use of this term because of its association with the rational policy model approach (Taylor et al., 1997), which tends to underestimate actors' agencies in putting policy into practice, by considering them as mere recipients (Honig, 2006). Hence, Ball et al. (2012) use the term “enactment” to acknowledge the multifaceted or even contradictory processes that occur during the ‘implementation’ of policies, considering the specificities of each context and the social interactions that take place. Although Pierre Bourdieu is not usually associated with the study of policy enactment processes, authors such as Hardy (2015) or Musofer & Lingard (2020) discuss the dialogical relationship that can be established between Bourdieu and the enactment theory based on the conceptions of field, habitus and capitals applied to the behaviour of the different actors in policy enactment processes. In this sense, understanding policy enactment as a ‘field’—i.e., as contested social spaces—where the habitus of each agent also plays a part, could be fruitful to unpack the intricacy of policy enactment, as well as the conflicts and tensions experienced by these agents in the enactment of education policies. Following the connection between Bourdieusian concepts and Ball and colleagues’ analytical framework (2012), Musofer & Lingard (2020) evince the capacity of policy to resituate agents in the field, while at the same time, these agents participate and make policy in their local contexts. With the objective of deepening and elaborating on these connections, the three papers included in this panel share an analytical view that situates school actors as agents who, mediated by their habitus and their use of capitals, are immersed in a continuous process of interpretation, appropriation and negotiation of educational policies in their specific contexts. Keywords: policy enactment, habitus, school actors.

Presentations and authors

Exploring the role of institutional habitus in the enactment of accountability and datafication in disadvantaged school contexts: a comparative analysis of Spain and Chile

Lluís Parcerisa (University of Barcelona)

Marcel Pagès (Autonomous University of Barcelona)

This paper aims to explore the role of institutional habitus in the enactment of performance-based accountability (PBA) in disadvantaged school contexts. This study is based on a comparative analysis focusing on the cases of Spain and Chile. These countries are particularly interesting regulatory

contexts to investigate the role of performative pressures since they combine high levels of marketization with different approaches and trajectories of PBA within different administrative regimes.

Theoretically speaking, uses Bourdieusian lenses and combines the concept of institutional habitus (Reay et al. 2001) with policy enactment theory (Ball et al. 2011). From this perspective we stand that conventional policy implementation theories have tended to omit the mediating role of school context and dispositions in the enactment of educational policies. Conventional approaches to policy implementation tend to analyze the policy change as a linear and flat process. In contrast, policy enactment theory combines material and structural contexts, with elements of a material, cognitive and relational nature. Specifically, we investigate the role of institutional habitus as key variable to understanding school responses to PBA. These analytical lenses offer us the possibility to advance our understanding of how schools interpret and translate policy texts and mandates, and more specifically, how they put them into practice in marginalized school contexts.

Methodologically, the study is based on a qualitative comparative design based on the cases of Chile and Spain. We conducted semi-structured interviews with principals (n=19) and teachers (n=20) working in 13 vulnerable schools to analyze how schools negotiate and recontextualize PBA in disadvantaged environments. Data was analyzed following a systematic comparison of schools' enactment of PBA in both countries. The analysis combined predefined and emerging codes combining inductive and deductive approaches.

The findings suggest a set of organizational factors and collective dispositions that explain the adoption of instrumental or expressive responses to PBA in disadvantaged contexts and highlight the crucial role of schools' institutional habitus in the enactment of variegated school practices.

“Taking context seriously”: Exploring the enactment of gender policy mandates in Catalan education

Alejandro Caravaca and Berta Llos (Autonomous University of Barcelona)

Several laws and plans contemplate the incorporation of a gender perspective in education in Catalonia. However, little is known about what actors in secondary schools—namely teachers, principals, and students—do regarding a gender perspective in education, as the enactment of policies is always subject to individual interpretation as well as to complex social interactions between the actors involved. In this sense, the article analyses how the relevant policy mandates are transferred, recontextualized and implemented in Catalan secondary schools. Drawing on 15 focus groups with representatives of teachers, students, management teams and families (N=103) from 12 secondary schools in the region, the paper explores the multiple forms of enactment that take place according to the particularities of the contexts.

We used the analytical framework established by Braun et al. (2011), and Bourdieu's concepts of 'habitus' and 'field' (1998; 2007) to show how the material, the situational, the external, and particularly, the professional context shape the enactment of gender policies in Catalan education (Lingard et al., 2005). Regarding the professional context, the study shows the extent to which introducing gender perspectives in the curriculum is up to teachers individually, and how agents develop gender-sensitive practices based on their values and beliefs—over which habitus has a clear influence.

Finally, the results prove true the importance of taking context seriously when exploring the implementation of gender-related policy mandates. That is, having analyzed the contextual factors and mechanisms intervening in the enactment of gender-related policies in education, it becomes evident that school actors (principals, teachers, students, families, and others) also participate in the processes of policymaking. Thus, far from a top-down approach, this article evinces that gender-sensitive policies are also made at the lowest level of the education system: the schools.

School responses to the improvement mandate: a focus on institutional habitus

Marcel Pagès (Autonomous University of Barcelona), Edgar Quilabert (Autonomous University of Barcelona), Gerard Ferrer (Universitat Oberta de Catalunya), Mauro Moschetti (Autonomous University of Barcelona), and Antoni Verger (Autonomous University of Barcelona)

In the context of rapid social and economic transformations, school reforms have been at the core of intense debates in most educational systems. School autonomy with accountability— SAWA for its acronym— is a particular expression of a reform approach intended to enhance educational quality and encourage schools to enter continuous cycles of improvement. SAWA policies suggest that combining school autonomy with external accountability mechanisms can make schools more responsive to performance expectations, among other external demands. With increased autonomy, schools can tailor their educational approaches to the needs of their students —with a particular focus on the most disadvantaged—while they are also expected to use performance data to identify aspects for improvement and implement corrective measures. Ultimately, the SAWA approach aims to change the behaviours of schools by placing new organizational arrangements to trigger processes of institutional change.

Nevertheless, existing research suggests that improvement dynamics are uneven among schools and may even intensify undesired behaviours and instrumental responses—e.g., teaching to the test or narrowing the curriculum (Verger & Parcerisa, 2017). Still, little is known about the conditions and mechanisms that mediate different school responses to the improvement imperative under SAWA regulations. To better understand this issue, we adopt a Bourdieusian approach, combining the concepts of policy enactment (Braun et al, 2011) and institutional habitus (Reay, 1996) to elucidate how disadvantaged schools, under SAWA regimes, respond to school improvement expectations with different routines, strategies, and educational approaches. Methodologically, we use a mixed methods research strategy combining survey data with semi-structured interviews with teachers (n=25) and principals (n=8) in a sample of 8 disadvantaged primary schools. Preliminary results suggest four emerging school responses—or institutional dispositions—: hyperactive, missionary, resigned and effective schools. These responses are influenced by the organizational and social conditions of schools as organizations, with particular practices grounded on their own value structures, rules, and routines, but also mediated by the agency of school actors.

Parallel Sessions Details

Friday 7th July 2023

Parallel Session 7

9:30 – 11h

Stream: Policy Analysis
Room: Espai Co-Creació

Symposium Session
Chair: Xavier Bonal
Discussant: Marcel Pagès

Carlota Caciagli	School choices of middle-class. How decision around schools set the symbolic boundaries of a social group
Marta Cordini and Andrea Palma	Neighbourhoods and educational opportunities: the link between residence and school choice in the city of Milan
Xavier Bonal and Sheila González	Playing the game of proximity and distance: local education markets and middle-class school choices

Stream: Higher Education
Room: Espai Equitat

Symposium Session
Chair: Judit Durst
Discussant: Miklós Hadas

Ábel Bereményi, Judit Durst and Zsanna Nyíró	Reconciling habitus through third spaces. Roma first-in-family graduates negotiate the costs of social mobility in Hungary
Denisse Sepúlveda	Ethnic glass ceiling: the case of indigenous people in Chile
Laura Batatota	Becoming Somebody: Exploring Aspirations and Pathways to Social Mobility Amongst Youth in Sri Lanka
Emily Danvers and Tamsin Hinton-Smith	Marginalisation and mixed feelings: supporting students of Gypsy, Roma and Traveller heritage imagining higher education in the UK

Stream: Bourdesian tools and theories
Room: Espai Innovació

Paper Session
Chair: Javier Rujas

Marco Pitzalis	Hegemony, Symbolic violence, Complicity. Tools to analyse the reproduction of social and educational inequalities
Tim Winzler	From Field to Game, and back – a Goffmanian contribution to a Bourdieusian sociology of inequality in higher education (HE)
Sol Gamsu	Accumulation and economic capital in its institutional form: Theorising economic capital in schools through space and time
Naoki Iso, Ayumu Chinen and Takashi Hiraishi	Culture, Class, Differentiation in Japan

Symposium Session 7A: Friday 7th July 2023

9:30 – 11h

Stream: Policy Analysis

Room: Espai Co-creació

Chair: Xavier Bonal

Discussant: Marcel Pagès

School choice and the mobilisation of forms of capital

Education is a privilege field to observe how different class fractions mobilise different forms of economic, cultural, social, symbolic and spatial capital. Institutional and positional constraints and opportunities shape the ways in which class fractions deploy capitals of different nature in their school choice strategies. In the last years, strategies of capital mobilization have proliferated in contexts of intense urban transformation. Processes of neighbourhood deprivation, increasing residential segregation and gentrification dynamics have boosted the conflictual dimension of school choice decision-making. Recent studies have revealed the increasing complexity on the forms of risk management and risk control that middle classes exert in contexts of growing uncertainty. Opting out of neighbourhood schools coexist with colonization strategies to ensure an optimal choice of a good school and to minimize risk. Urban complexity gives a particular relevance to the forms of mobilization of spatial capital. Choosing places to live or opting for commuting to closer or distant schools are critical class strategies. This symposium explores how different social groups activate their spatial capital and combine it with other forms of capital to ensure the 'right' school choice. Based on the cases of Milano and Barcelona, which have free and controlled choice systems, respectively, we will provide evidence and reflections on how the characteristics of school supply in specific local education markets and the logics of school choice are key conditionalities to understand how and why different class fractions activate their spatial, cultural and social capital and may reproduce outcomes of segregation and inequalities through their choices.

Presentations and authors

School choices of middle-class. How decision around schools set the symbolic boundaries of a social group

Carlotta Caciagli (Polytechnic of Milan)

The middle-class choices are considered one of the main drivers of school inequalities and socio-spatial segregation in contemporary cities and in market and quasi market arrangement of school system. Scholars largely explored in this dimension, shedding lights on how middle-class families access to information and what are the main differences between their process of preference's formation and the one of working-class people. Nevertheless, few studies have explored the differences within middle-class, underestimating the role played by different economic, social and cultural capital in shaping decision. This paper offers a contribute in this direction by exploring the school choices of a specific subset of middle-class families, which are the professionals, highly educated parents living in inner city neighbourhoods. In particular, the paper shows the results of a two-years ethnographical study conducted in Affori, a neighbourhood of Milan (Italy), where I interviewed parents on the reasons and motivation though which they selected the primary school for their children. The argument of the paper is twofold: parents tend to select the school that is perceived as attended by "people like them", with which they can construct a community of parents. Therefore, decisions around the school are not (or not mainly) oriented toward the reproduction of class privileges in the future, as pointed out by Bourdieu, but rather to set symbolic boundaries among people perceived as part of their social group. By exploring within educational domain, the research wants to contribute to the debate around class-formation in contemporary times.

Neighbourhoods and educational opportunities: the link between residence and school choice in the city of Milan

Marta Cordini and Andrea Parma (Polytechnic of Milan)

Educational institutional settings that promote freedom of choice, emphasizing the agency of households as an instrument to counteract inequalities in accessing educational opportunities, have only softened the link between housing and school, favouring a limited part of the population. Moreover, research shows that this freedom of choice has favoured more affluent and educated families over the more disadvantages, inhibiting then the goal of reducing inequalities based on socio-economic conditions.

This article aims at understanding how the place of residence affects the school choice, widening or reducing the likelihood of moving out local schools, by analysing the case of Milan as a paradigmatic example. A survey, disseminated from June to October 2021, addressed to families with children to be enrolled in primary school have permitted to collect data on 1,300 families about the criteria guiding the choice. The questionnaire also focused on potential constraints and/or opportunity provided by the place these households live. The sample represents the heterogeneity of the population in terms of ethnic origins, level of education and professional status.

In the analysis, neighbourhoods of residence have been clustered according to their socio-economic profile in order to understand whether and to what extent living in different neighbourhoods rather than other one affect more or less the chance of opting out from the local school, including public or private options, or to stay in local schools. We hypothesise that parents' choices in terms of schools in which they enrol their children depend on a complex mix of reasons driven by both own socio-economic status and profiles of neighbourhoods of residence. Proximity can in fact become a relevant criteria accordingly to households' and territorial features. Shading some lights on these relationships would raise policy implications also related to the supply side, since the school offer is strictly connected to their territory of reference, and to wider reflections about the role of housing market in narrowing or expanding educational opportunities as well.

Playing the game of proximity and distance: local education markets and middle-class school choices

Xavier Bonal (Autonomous University of Barcelona) and Sheila González (University of Barcelona)

School choice preferences and strategies of middle-class parents are a central area of research, but less is known about how parental decisions vary depending on the characteristics and specificities of local education markets. The geography of education has demonstrated how schooling opportunities are unequal for children from different neighbourhoods. The configuration of local education markets confirms a strong hierarchical ordering of urban spaces: the best performing and most attractive schools are frequently concentrated in the most affluent areas, while the most deprived neighbourhoods have less access to quality educational resources. This paper explores how middle-class parental school choice strategies are spatially contingent and how their schooling preferences and final choices are bounded by the characteristics of the local education market of their neighbourhood of residence. The analysis is carried out in three different catchment areas of Barcelona, which differ in their social composition and the characteristics of the school supply. Based on individual and school databases from Barcelona's Local Education Authority, the paper characterises the social and educational characteristics of these three educational markets and measures which families opt in or out of neighbourhood schools in each area. In addition, based on interviews carried out with middle-class choosers, the paper analyses different choice rationalities in different social contexts and shows how choice restrictions, school preferences and school exclusions are shaped in the different local education markets.

Symposium Session 7B: Friday 7th July 2023

9:30 – 11h

Stream: Higher Education

Room: Espai Equitat

Chair: Judit Durst

Discussant: Miklós Hadas

Challenges of education-driven social mobility of racialised minorities through a Bourdieusian lens

This Symposium addresses personal experiences of the challenges of education-driven upward social mobility in racialised/ethnic minorities in different geographical settings. It provides an intersectional, and cross-cultural understanding of the tensions, dislocations and reconciliation processes that accompany upward mobility trajectories of racialised minorities both in the Global North (UK, Hungary) and the Global South (Sri Lanka, Chile). All papers examine life trajectories, shedding light on the “cruel optimism” (Berlant 2011, Reay 2018) of upward mobility in desiring university education as a vehicle of social ascension through non-inclusive institutions. Applying an intersectional lens (Crenshaw 1991), the contributors explain the challenges and consequences of upward social mobility to illuminate the forms of domination – those based on race, gender, class – that affect the individuals’ opportunity structures.

The Symposium draws on Bourdieu’s concepts of habitus, field and capitals in contexts of social mobility, which allows us a more multidimensional understanding of classed/racialized positions (Friedman, 2016; Ingram & Abrahams, 2016; Reay, 2005; Thatcher et al., 2016). Through the Bourdieusian lens, we unveil the emotional imprint (Friedman, 2016) or emotional cost (Reay, 2005) of one’s social background, that is, the effect of the ‘long shadow of class origin’ (Friedman & Laurison, 2020) on one’s mobility trajectory.

The first paper explores the process of habitus dislocation (Reay, 2015) and reconciliation (Abrahams et al., 2016) through the occupation of Third Spaces (Bhabha, 1994), by Roma graduates in Hungary. The second one shows how university outreach programmes fail to value the racialised Gypsy and GRT students’ non-dominant “community cultural capital” (Yosso, 2005) in the UK. The third paper explores the Sri Lankan students’ struggles to challenge existing discourses on social mobility and schooling borrowed from the Global North. The last contribution draws attention to the ethnic glass ceiling in the case of first-in-family university- graduated indigenous students in Chile.

Presentations and authors

Reconciling habitus through third spaces. Roma first-in-family graduates negotiate the costs of social mobility in Hungary

Ábel Bereményi (University of Barcelona), Judit Durst (University College London, UK; and Centre for Social Sciences, Hungary) and Zsanna Nyíró (Centre for Social Sciences, Hungary)

This paper explores how first-in-family-graduate Roma (and non-Roma) Hungarians from the lower-classes experience education-driven social mobility and reconcile the dislocation of their primary-habitus due to changing class through transiting a ‘third space’. We situate our paper in the recent line of social mobility studies (e.g. Friedman 2016; Mallman 2018) that investigate the individual, personal accounts of education-driven upwardly mobile people to understand the diverging outcomes and processes of their different mobility paths. So, we interpret social mobility experiences using Bourdieu’s conceptual tools, particularly his concept of habitus, which connects both the structural and the individual levels. The individual experience of social mobility, and particularly the one driven by education, is a complex and often painful process, during which time one must cope with misalignment between one’s primary habitus (embodied dispositions) and a subsequent adopted habitus in the fields of education and initial professional career. There is a growing literature on the phenomenon of the dislocated and destabilised habitus – what Bourdieu (2005) called a ‘cleft habitus’ – in the case of the university students of lower-class origin. There has been relatively little exploration of how students reconcile shifts in the habitus they obtain in educational settings with their pre-existing, non-elite habitus (Wang 2022, Naudet 2018, Abrahams and Ingram 2013). This paper contributes to understanding this reconciliation process. Drawing on Homi Bhabha’s and bell hooks’ development of the concept of ‘third space’, we aim to unpack how class-changers, in moving between the social milieu

of their origin and their destination, occupy a unique position between two fields. Contrasting the experience of Roma with non-Roma first-generation graduates in Hungary, we draw attention to the different opportunities of reconciling conflicting class-related habitus along ethno-racial lines.

The analysis of this paper is based on a four-year research project that explored a variety of education-driven social mobility trajectories of 175 first-in-family Roma and non-Roma HE graduates in Hungary.

Ethnic glass ceiling: the case of indigenous people in Chile

Denisse Sepúlveda (Instituto de Estudios Territoriales y Urbanos, Pontificia Universidad Católica de Chile)

This article analyses the barriers faced by indigenous people in Chile who are the first generation of their family to enter university. These barriers are associated with education, but also with their occupational positions. Despite their experiences of upward social mobility, they have to deal with racism, institutions that do not acknowledge different cultures, obstacles to obtain better job positions and payment gap. In that sense, this paper contributes to the symposium to understand the structural limitations to the education-driven social mobility of indigenous people in Chile. Moreover, it argues that the Bourdieusian approach is particularly useful for understanding a key empirical theme that emerges in the sample's mobility experiences, in which they narrate the difficulties of transition as leading to hysteresis in their new social locations and experiences of habitus-clivé. However, a cultural approach to class does not sufficiently address the intersectional influence of ethnicity on mobility processes, so I also use a more intersectional analysis to explore how, within my sample, people deployed several strategies in order to negotiate mobility transitions and to 'fit in' to their new social location.

The research builds on data collected through interviews of a sample of 35 educationally mobile indigenous people in Chile, who have managed to achieve a university education and experienced some degree of upward social mobility in their subsequent occupations. This experience of social mobility is often challenging and creates reflexivity, cultural and social tensions, which requires the complex negotiation and renegotiation of their identities.

Based on our empirical findings, it is suggested that research on social mobility needs to consider Bourdieusian approach, but also incorporate other multiple, intersectional dimensions that frame an individual's life trajectories, instead of focusing on movements between fixed educational and occupational positions.

Becoming Somebody: Exploring Aspirations and Pathways to Social Mobility Amongst Youth in Sri Lanka

Laura Batatota (Habitus Collective, UK)

There is a tendency within the global educational sphere to frame schooling as an important vehicle to achieve upward social mobility (Rao, 2010; Crivello, 2011). With the Global North continuing to dominate discourses around upward mobility and calling on countries in the Global South to raise the aspirations of youth (UNICEF, 2018; World Bank, 2018), there is a need to address the unequal footing for adolescents in the Global South attempting to achieve social mobility through education. Drawing on ethnographic research conducted in Sri Lanka, this paper considers the impact of upward mobility-driven discourses of the North on the type of aspirations formed by adolescents in the Global South, and the social implications that arise as a result. It unpacks the nuanced consequences of such trends on localised educational contexts, and in turn, young people's experiences of schooling to make an empirical contribution that aims to challenge existing discourses on the role of schooling in the Global South. By drawing on Bourdieasian concepts of habitus and capital, in conjunction with Appadurai's (2004) theorisation of aspirations, I present how young people's aspirations are formed by their social world and positionality. I pay attention to how their habitus (Bourdieu, 1990) - that is, internalised structures or 'dispositions' - shapes their capacity to navigate and experience the world. By drawing on the experiences of female students at the end of their formal schooling in Sri Lanka, this paper explores the ways in which girls acquire, cultivate and exchange different forms of capital (Bourdieu, 1986 & 1990) through varying tactics to facilitate their aspirations for social mobility. It seeks to examine the implications of mobility-driven discourses on the schooling experiences of adolescents in the Global South and provides insight into understanding the relations of power in how social and educational inequalities are reproduced.

Paper Session 7C: Friday 7th July 2023

14 – 15:30h

Stream: Bourdesian tools and theories

Room: Espai Innovació

Chair: Javier Rujas

Hegemony, Symbolic violence, Complicity. Tools to analyse the reproduction of social and educational inequalities

Marco Pitzalis (Università di Cagliari)

This paper seeks new articulations between Bourdieusian perspectives and the Gramscian approach. It discusses the circularity of symbolic and structural forms of domination, feeding both the field of expertise and the school field in a country such as Italy, historically characterised by a deep divide between north and south; this led to the emergence of the so-called Southern Question.

The main goal is to lead a theoretical reflection on the differences and overlapping and uses the two concepts of hegemony and symbolic violence and how we may reframe them within the hegemony and symbolic violence.

In Gramsci's analytical framework, hegemony is connected to subalterity. This last stand for the condition of the working classes. The idea of hegemony was, instead, related to the capacity of ruling classes to gain consensus through the action of "organic intellectuals" producing an "organic ideology". Hegemony is related to the instruments for organising culture (for example, through the church, the state school or other pedagogical devices such as the press) and the effectiveness of propaganda (Gramsci 1975/2007).

Although the two notions may be considered similar, they are not synonyms. Symbolic violence (Bourdieu 1970) encompasses a broader space of meanings. On the one hand, it is produced by the state, which can legitimise any political, cultural and social institution and pedagogical device in its name. Hence, the state produces and imposes a "cultural arbitrary" and its legitimate classification systems. It also establishes the principles of social differentiation and inequalities and creates legitimated individual identities (Bourdieu 1997).

The notion of Symbolic violence also explains the adhesion of the "dominated" to the dominant worldview contributing to the reproduction of the condition of their domination (subalternity, in Gramscian language). This is the case of "masculine domination" (Bourdieu 1998). Consequently, symbolic violence differs from the Marxist notion of hegemony.

We can use the notion of hegemony to talk about the struggle in the intellectual, academic and expert fields to produce a legitimate vision of the world (one of the symbolic violence significations). We can talk, instead, of symbolic violence to discuss the second meaning, i.e. the embodiment of the condition of domination through the process of secondary socialisation.

To reflect on these analytical dimensions, I will present some considerations that have emerged from a 'reframing' of several years of research on 'bad' Southern schools and from different research on segregation, domination and resistance in the school space (see bibliography).

From Field to Game, and back – a Goffmanian contribution to a Bourdieusian sociology of inequality in higher education (HE)

Tim Winzler (University of Glasgow)

In this paper, I engage in a re-interpretation of interviews on study selection of German economics students. Originally conceptualised from a Bourdieusian perspective, I conceptualise studying a HE subject as a 'game' played in an 'instrumental formal organisation' (Goffman, 2013[1961]; Goffman, 1991[1961]). Bracketing out (for the moment) socio-demographic aspects like class, gender or race, the Goffmanian perspective leads us to focus on the genesis and profile of beliefs about the game played in HE. Goffman further provides three useful types of these beliefs that I apply to re-structure my data – Puzzlers develop the ability to separate activity from self (which nevertheless becomes part of the

self). Colonisers weave into the disciplinary game aspects foreign to it which come in handy, such as business culture. Intransigent students, finally, are trained (through negation) in the rules of irrelevance of the disciplinary game, its emphasis on rational homo oeconomicus investigated through mathematical models. The Goffmanian detour re-sensitises us for a central feature of Bourdieusian sociology: the fact that all playing in fields (+ the influence of outside structural forces like class/gender/ethnicity) goes through the adoption and adaptation of beliefs or illusions, more or less 'enchanted' (Bourdieu, 1996).

Accumulation and economic capital in its institutional form: Theorising economic capital in schools through space and time

Sol Gamsu (Durham University)

This paper examines how economic capital is present in the institutional life of schools. It explores the ways that institutional hierarchy for schools relies on close institutional and material links to economic capital. Proximity to capital, spatial vicinity to economic power, or the ability to create sinews of economic power eliding geographical distance between school and capital accumulation, are shown to be central to the maintenance of institutional prestige and power. At the centre of this paper is the role of schools as institutional sites of capital conversion from economic to cultural, not simply at the scale of individuals but as material and organic institutions with direct links to macro and global processes of capital accumulation. A range of historical and contemporary examples are drawn on: suburban development and the construction of mansions in 19th century England, schools founded with wealth from slavery, contemporary Chinese real estate development and satellite schools. These examples are used to explore how we theorise the role of capital, both economic and cultural, within the institutional life of schools, and the relationship of schooling to wider macro-processes of capital accumulation. This will also explore how Bourdieu's notion of capital in education can be related to wider theories of capital accumulation, social reproduction and racial capitalism.

Culture, Class, Differentiation in Japan

Naoki Iso, Ayumu Chinen, Takashi Hiraishi (Tokyo University of the Arts)

Culture, Class, Distinction (Bennett et al. 2009) innovates Bourdieu's sociological method of taking relational thinking of culture and inequality and makes a significant intellectual contribution to the sociology of art and culture and class analysis. Five of us translated this work into Japanese and published the Japanese translation in 2017. *Fields, Capitals, Habitus: Australian Culture, Inequalities and Social Divisions* (Bennett et al. 2021) can be called an Australian version of *Culture, Class, Distinction*, but there are theoretical and methodological developments from the latter.

We analyse the relationship between culture and inequality in contemporary Japan from a theoretical and empirical sociological perspective, in terms of 'culture-caused inequality' and 'inequality in access to culture'. In other words, it addresses two types of issues: i) what is culture-caused inequality, and ii) what is the unequal distribution of cultural resources. In order to study these issues, the cultural capital concept is theoretically developed as a theory of social differentiation. A postal survey and an interview survey are conducted in the Kanto region in Japan. The data collected in the survey will be analysed using a mixed research method that uses the characteristics of multiple correspondence analysis. This study captures the relationship between culture and inequality by applying the cultural capital concept but does not aim to find a proxy variable for cultural capital. Instead, the primary aim of the research is to elucidate cultural capital as a component of one of the principles of social differentiation, and the causal relationship between culture and inequality is also in scope.

Book Launch

Description: The collective book launch will be organized as an exhibition. Each book will have its own designated space in the conference, where authors can engage in informal conversations with the attendees who will be moving around the different stands and spaces during the event. Thus, everyone will be able to get to know in detail all the books they want and meet their authors.

Book Launch Programme					
Espai Equitat		Espai Innovació		Espai Co-Creació	
Author(s)	Book Title	Author(s)	Book Title	Author(s)	Book Title
Elif Keskiner, Louise Ryan and Michael Eve	Revisiting Migrant Networks. Migrants and their Descendants in Labour Markets	Quentin Maire	Credential Market. Mass Schooling, Academic Power and the International Baccalaureate Diploma	Miklós Hadas.	Outlines of a Theory of Plural Habitus. Bourdieu Revisited
Oakleigh Welply	Immigration, Integration and Education. Children of immigrants in France and England	Aina Tarabini (ed.)	Educational Transitions and Social Justice. Understanding Upper Secondary School Choices in Urban Contexts	Michael Mu	1) Sociologising Child and Youth Resilience with Bourdieu An Australian Perspective 2) Bourdieu and Education of Asia Pacific
Derek Robbins (ed.)	Tomoo Otaka. Foundation of a theory of social association, 1932	Nicola Ingram, Ann-Marie Bathmaker, Jessie Abrahams, Laura Bentley, Harriet Bradley, Tony Hoare, Vanda Papafilippou and Richard Waller.	The Degree Generation: The Making of Unequal Graduate Lives	Cristóbal Villalobos & Maria Luisa Quaresma (eds.).	Entre el recambio y la reproducción. Élite y educación en Chile y América Latina
Berenice Scandone.	British-Bangladeshi Women in Higher Education. Aspirations, Inequities and Identities	Kalwant Bhopal & Martin Myers.	Elite Universities and the Making of Privilege: Exploring Race and Class in Global Educational Economies		

Useful Information

Venue location

Hub Social – Fundació Jaume Bofill on Girona Street, 34 inside

Public transportation

Unfortunately, there is a service interruption on the L4, the main underground line, the days of the conference.

Alternative underground stops are:

L1 – Arc de Triomf or Urquinaona

L2 – Tetuan

You can also take a bus to reach the venue. Line 7 and 54 have stops next to the building, but there are many other bus lines that might suit your route from your accommodation.

The Social Hub

All the keynotes will be held in the “Innovació” room on the ground floor.

Sessions will be conducted in four rooms:

- Cocreació (ground floor)
- Equitat (ground floor)
- Compromís (1st floor)
- Innovació (ground floor)

Coffee breaks and lunch will be served in the courtyard.

For more information about the city and the venue, please check our infopack on the website:



You can also stay tuned for updates through our Twitter account [@bsabourdieu](https://twitter.com/bsabourdieu)g

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