UNIVERSITÀ CATTOLICA del Sacro Cuore

ONLINE INTERNATIONAL CONFERENCE

SOCIOLOGY OF EDUCATION IN SOUTHERN EUROPE: A STEP FORWARD

Sociologia dell'educazione nell'Europa del Sud: un passo avanti
Sociología de la educación en la Europa del Sur: un paso adelante
Sociologia da educação na Europa do Sul: um passo em frente
Sociologie de l'education en Europe du Sud: un pas en avant

25, 26, 27 May 2021

PARALLEL SESSIONS

1 - Evaluation of Southern European Education Systems
Chairs
RAFAEL MERINO, Universitat Autònoma de Barcelona
DONATELLA POLIANDRI, INVALSI

ORAZIO GIANCOLA, LUCA SALMIERI, Università di Roma La Sapienza
Isomorphism, Polymorphism or Hybridization? South-European Educational Inequalities at Check

While there is a robust consensus on the existence of a South European welfare regime (Ferrera, 1996) and several researches have been consolidating that perspective while underlying national specificities (Rhodes, 1996; Korpi, 2000), researches on cross-country comparisons on South-European educational systems and performances have not been focussed enough to provide a solid framework to identify a common or different educational patterning among countries such as Italy, Portugal, Spain, Greece and Malta (Madeira, 2018; Nóvoa, 2018; Palomba, Cappa, 2018).
In our paper we aim at analysing 3 main dimensions of education systems in Portugal, Spain, Italy, Greece and Malta. Specifically, we explore and compare: 1) The levels of decentralization/autonomy of the government systems of primary and secondary education (together with the public-private composition in the educational supply) (Busemeyer, 2014); 2) The evaluation and accountability systems of schools developed by the official policy making bodies (Eurydice, 2019); 3) The social and organizational factors which structurally pertain to educational inequalities among students' performances and school expecations (socio economic and cultural origins, gender inequalities as well as dynamics of feminization and/or masculinization affecting upper secondary school tracks, the immigrant ratio among students and corresponding educational achievements, the structure of school-tracking, the age of compulsory schooling, the duration of the general common track) (Giancola, 2009; Benadusi, Giancola, 2014; Benito et al., 2014), We used

APS Associação Portuguesa de Sociologia   FES FEDERACIÓN ESPAÑOLA DE SOCIOLOGÍA   AfS Association française de sociologie   Siped Società Italiana di Pedagogia fondata nel 1989   AIS SOCIOLOGIA DELL'EDUCAZIONE

secondary data and information as well as available empirical literature in order to compare outcomes from 1) and 2). We than processed OECD-PISA integrated data (both from the student questionnaire and test scores) to compare outcomes deriving from 3).

The European diffusion of the "active welfare state" paradigms, together with reforms in the European framework of evaluation and accountability in education systems, call for the need for considering education as a part of strategy to reduce social inequalities. Our preliminary conclusion is that while there are viable evidences of a converging isomorphism toward a South-European pattern in evaluation and accountability of the national education systems which can be however included in a more general pattern of Europeanization, while divergences and differences concerning the reproduction of social inequalities via education are still too evident to call for an homogenous South-European pattern.

VÍTOR ROSA, TERESA TEIXEIRA LOPO, Universidade Lusófona
The Portuguese Participation in the International PISA Survey: Discourses and Practices of Principals, Coordinators and Students

The Program for International Student Assessment (PISA) was created in the late 1990s by the Organisation for Economic Co-operation and Development (OECD). The intention of this triennial assessment was not to create another exercise of analysis, but to help those responsible for the educational policies to focus on teachers, schools and countries. Despite its recognized limitations, this survey has become a world reference in the field of quality assessment, equity and efficiency of the education systems. PISA aims to allow governments and education professionals to be inspired by effective policies, which they can then adapt to their local context. PISA assesses the extent to which 15-year-old students, near the end of their compulsory education, have acquired key knowledge and skills that are essential for their full participation in modern societies. It has traditionally focused on three core domains: reading literacy, mathematical literacy and scientific literacy. More recently, it focuses also on collaborative problem solving and financial literacy. This paper aims to analyse the discourses and the practices of school principals, coordinators and students of a sample of Portuguese schools where PISA was carried out. In methodological terms, semi-structured interviews were used, and a content analysis was performed using the MAXQDA software. Although exploratory, the findings suggest little involvement of schools, a reduced internal dissemination and reflection around the PISA results, and that the Programme did not introduce changes neither in the educational project nor indeed at the teaching practices. The students felt motivated to do the test, but there was no evidence of specific training linked to their participation in the PISA survey.

STEFANO BOFFO, IRRPS CNR
ROBERTO MOSCATI, Università di Milano-Bicocca
The Changing Relation between University and Society in Southern European Countries

The growing relevance of knowledge in contemporary society implies new roles and responsibilities for universities and it is accompanied by the spreading out - all over from the Anglo-Saxon systems - of the predominant neo-liberal model of the New Public Management. The combination of the neo-liberal model with the local higher education systems has given rise to a variety of set-ups more articulated than expected: "organizational allomorphism" (Vaira, 2004).
It is worth to analyze the impact these current conditions have in higher education systems of Southern Europe. The new relation between the state and the university and the opening of the university to the society are among the most relevant transformations affecting higher education systems in Southern Europe (Moscati, 1988). In particular, due to the traditional role the state pursued and the kind of autonomy granted to the university, the rise of the "Evaluative State" through assessment processes and quality assurance mechanisms resulted quite complicate (Neave, 2012).
At the same time, the opening of the university to the external world has taken peculiar aspects due to the cultural, social and economic characteristics of specific areas in each country. An interesting example is given by the different interpretations and the concrete realities of the Third Mission activities in universities of various Southern European countries and by its envisaged developments. This is especially significant with reference to the role of the "Public

Engagement" in the potential economic and social revitalization of territories. The paper presents a number of international cases in action together with some perspective developments.

ANTONIO BENEDITO CASANOVA, JOSÉ BELTRÁN LLAVADOR, Universitat de València

The Logic of Appearance in the University Classification Systems. Uses of the "Southern" Metaphor

Objetivos y relevancia: Esta contribución pretende llevar a cabo una aproximación crítica a las formas de cambio de la universidad contemporánea, a su reconfiguración adaptativa, examinando la evolución de sus modos de legitimación y la cristalización de un nuevo sentido común. Métodos: Examinaremos cómo esta legitimación se refleja en los discursos con los que se representa (se codifica), se evalúa (se califica) y se posiciona (se clasifica) el valor de la universidad. Sostenemos que la sustitución del gobierno autónomo de la universidad por su gobernanza matemática pone en circulación los tres procesos clave de cualquier funcionamiento de un campo ideológico, correspondientes a sus dimensiones imaginaria, simbólica y real: la mitificación, la mistificación y la fetichización. La lógica adaptativa de las apariencias tiende a devaluar la lógica transformadora de lo social, sustituyendo la producción de sentido por la distribución de privilegios. Adoptamos la noción del "Sur" –frente al Norte- como herramienta auxiliar, como metáfora expresiva y como principio de modelización crítica para evidenciar el poder hegemónico e ideológico de las apariencias (codificación, calificación, clasificación) frente a otras formas emergentes de conocimiento. Resultados: Las consideraciones finales destacan que se ha potenciado desde un "cierto Norte" un determinado discurso de gobernanza matemática que, al prescindir de la pluralidad universitaria, consigue un potente efecto ideológico en torno a la idea dominante de (unidad de) valor. La compleja crisis institucional que atraviesan las universidades, vinculable a la de nuestras sociedades, viene acompañada de una recurrente apelación a la gobernanza numérica, a la sobrerrepresentación del algoritmo, como única garante de una posible salida de tal crisis.

2 - Intergenerational Relations and Family Inequalities

Chairs
LEONOR LIMA TORRES, Universidade do Minho
GIULIA CAVALETTO, Università degli Studi di Torino

Fidel MOLINA-LUQUE, Universitat de Lleida

Profiguration, Profigurative Socialization and Theories of the South: Bases for a Global (Solidary) Sociology of Education

This proposal is the result of different researches in Spain and Latin America (field work with life stories, in-depth interviews, participant observation and documentary analysis), leading to the development of Grounded Theory. The relevance of the contribution lies in the presentation of a new concept in Sociology of Education from the Theories of the South and in the framework of a Global Sociology of Solidarity: the "Profiguration" (Molina-Luque, 2017, 2018 and 2019). This neologism indicates the promotion of intergenerational interdependence. In this sense, the "Profigurative Socialization" has to formalize a new intergenerational social contract in which young people and the elderly can guarantee a true Inclusive Education and a Continuous Education (Lifelong Learning) for all.
The qualitative case study on Rapa Nui (Molina-Luque, 2013 and 2019) has revealed the opportunity and relevance of this neologism and the synergy between theory and practice, based on the possibilities of Grounded Theory. The island of Rapa Nui is immersed in processes of social and intercultural innovation to ensure its "Self-sustainability" and "Optimization of resources" through "Social Responsibility". In this sense, there is a clear commitment to social innovation articulated in an "Intergenerational", "Intercultural", "Technological" and "Political" way.
The conclusions demonstrate (at the micro level for Rapa Nui, but extrapolated in general level, in a contextualized

manner) the importance of creative (intercultural) action and social innovation in a holistic institutional framework: political, cultural, educational, economic, environmental, etc. Likewise, intergenerational creativity, as a collective process, reinforces this social innovation in a framework that is more than "glocal", it is alterglobalization, promoting a society of "Profigurative" (intergenerational) Culture. Social theory connects with empirical knowledge. The South appears as a metaphor for Community, Solidarity and Creativity, to better address educational problems and the generational breakdown.

PAOLO BARABANTI, GIAN LUCA BATTILOCCHI, Università Cattolica del Sacro Cuore

Parental Involvement and its Effect on School Achievement: Differences between Central and South Europe. A Study on OECD-PISA 2018 Parent Questionnaire

Research findings, particularly from Anglo-Saxon countries, showed that parental involvement in schooling has a positive effect on academic achievement. Several studies highlighted different types of involvement, especially the home based and the school based one, and focused on features of high-quality, effective forms of engagement at different stages of the educational pathway. For example, Hill and Tyson coined the term 'academic socialization' to describe typical parental involvement forms during secondary school. However, little research has been devoted to a cross-national analysis across European countries.

Within the PISA framework, a specific Parent Questionnaire has been developed in order to gather a rich set of information about parents' perceptions and forms of participation in their children's learning, during adolescence and at the start of schooling.

On the basis of PISA 2018 Parent Questionnaire data, the aim of this paper is to investigate whether similar levels and common practices of parental engagement can be observed in European countries, and to check out the possibility of outlining a Mediterranean pattern of parent involvement in schooling. For this purpose, we carry out a cross-national analysis of different forms of parental involvement, comparing three countries of Southern Europe (Italy, Malta and Portugal) and three of Central Europe (Belgium, Germany and Luxembourg), the only ones that administered PISA Parent Questionnaire.

Considering a variety of items and indexes regarding heterogeneous forms of parents' support and engagement, as well as general attitudes and barriers to their participation, the comparison points out different levels of intensity and distinct logics of involvement between Southern and Central Europe countries and among families with different immigrant background. For instance, preliminary findings show, at some level, a higher parental involvement in Southern European countries even if here, at the same time, parents feel more barriers for their participation in school activities.

CARLOS ALONSO CARMONA, Universidad Pablo de Olavide

Teachers' Perceptions of Parental Involvement: Are They Accurate?

In the Spanish context, secondary school teachers often say there is a lack of involvement on the part of the families, especially between families of lower socio-economic status. But research shows that the vast majority of families care highly about schooling, and they make great efforts to promote child achievement. We try to explain the causes of this mismatch, using a longitudinal approach which combines ethnographic observations in three secondary schools with in-depth interviews with parents of students. Interviewed parents were diverse in their class positions and child achievement.

Our results suggest that the involvement of many families is not properly captured. In working-class families of low-achievers, parents constantly struggle with children to focus them on their schoolwork. But their lack of cultural capital allows children to circumvent that control, keeping parents relatively uninformed about their grades and obligations. During parent-teacher meetings, teachers witness that ignorance, understanding it as a lack of interest and as the cause of the child's problematic behaviour.

In families of high-achievers, children voluntarily share lots of information about school at home. These families do not need to actively engage in schooling in order to keep abreast. When parents go to school, teachers realise they are well-informed. In the eyes of the faculty, that means parents care about school, which would explain the child's high achievement.

This study suggests that, teachers perceive (a) information parents have about child trajectory as evidence of their interest in schooling and (b) child behaviour as the result of parental action. Meanwhile, parents explain their involvement as an adaptation to their child's attitudes, which also conditions the available information they have about their child's school life.

FEDERICA SANTANGELO, DEBORA MANTOVANI, GIANCARLO GASPERONI
Università degli Studi di Bologna
Home-School Distance as an Indicator of Social Inequality

The study examines home-school distance in the lower secondary student populations of two major Italian cities (Milan and Bologna) and how differences in such distances may be a source of inequality in educational opportunities. Home-school distance is often explored in research focusing on topics such as public health and urban planning, but rarely for its relevance for inequality and in relation to residential segregation, school segregation and school choice. This paper explores homeschool proximity – implemented via a geolocation procedure to a database supplied by the Italian National Institute for the Evaluation of the Educational System for Schooling and Training – and identifies such proximity's association with selected student/family and school characteristics. More specifically, differences among these subgroups in terms of minimum distance from home to a state school (educational accessibility), distance to the second closest state school (ease of alternative choice), and propensity to "flight" towards a non-proximate and/or non-state school and how these differences vary as a function of parental educational levels, migratory status, and area of residence. The study also explores how home-school proximity varies across social subgroups in individual schools and develops an attractiveness index for identify schools as appealing or repulsive towards culturally endowed families. Preliminary results suggest that educational opportunities offered to lower secondary education pupils do not seem to be strongly affected by home-school proximity. Although immigrant-origin families tend to enrol their children in the school closest to home to a greater degree than native ones, this result is not consistent across sub-municipal areas. Parental level of education seems to exert a stronger effect on the decision to engage in travelling an additional distance in order to enrol in a more distant school. Culturally appealing schools tend to overlap with non-state institutions; both feature low shares of students of immigrant-origin and from culturally-advantaged families.

3 - Socialization Processes, Choices and Agency
Chairs:
CAPITOLINA DÍAZ, Universitat de València
ANDREA MACCARINI, Università degli Studi di Padova

EMANUELA SPANÒ, MARCO PITZALIS, Università di Cagliari
Meridian Voices: School and Work Choice-making Processes of Young People in Southern contexts

The contribution focuses on vocational students' trajectories, as well as on their professional and training strategies in two contexts: 1) the rural areas of Mandrolisai (Nuoro) in Sardinia; 2) the metropolitan area of Napoli and, especially, some of its suburbs (Scampia, Ponticelli, Barra, San Giovanni). To this extent, we intend to discuss the results of a still ongoing research based on ethnography and qualitative interviews collected among students enrolled within vocational secondary schools. This, with the goal to introduce an interesting comparison between two "South": internal regions of Sardinia are invested by demographic crunch and unemployment due to the deep crisis of traditional economic sectors and industrial poles, while Neapolitan suburban areas – characterized by a very high population density - present over 50% unemployment, and in some cases a very high crime rate.
Out main aim is to shed light on how working-class students build their micro-social strategies of school choice, school transition, mobility and future aspirations within specific geographical and social contexts (Bourdieu, 1993), paying attention to the role of different students' dispositions, feelings sand practices (Bourdieu, 1986).

Adopting a Southern perspective (Connell 2019; De Sousa Santos 2018; Mbembe 2016; Cassano 2005; Hountondji 1997), we propose a "sociology of absences" (de Sousa Santos, 2018) aimed, firstly, to give visibility and recognition to the modes of being, knowing and self-narrating excluded from the dominant epistemologies of the North. Too often those epistemologies interpret "difference" as an unjustifiable and outrageous "delay", and the South of the world – reduced to a single and homogeneous category - is typically accused of being a stubborn and resolute "latecomer". On the contrary, we will argue that innovative forms of acting and being can emerge. All of these forms - says de Sousa Santos - is contained in the struggles, circulates and is forged in the struggles (ibidem). With the idea of presenting a meridian "polyphony" we believe, in de Sousa Santos words, that "there is no global social justice without global cognitive justice" (2018, p. 276).

VICTORIA KONIDARI, University of Patras

Experiencing Diaspora within Homeland. Diaspora as Performance among Vocational Education Students in Italy, France and Greece

The paper argues that the symbolic dismantling of the territorial state as homeland, aggravated by the socio-economic conditions of Southern countries along with the space-time compression caused by globalization affect the way adolescents set their spatiotemporal and affective coordinates and create an hybrid form of diaspora. This hybrid diaspora, although does not entail physical dispersion outside the territorial homeland, is sharing common forms of experienced or perceived vulnerability with the original concept.

The paper aligns with previous studies approaching diaspora as a condition, a social process, a stance and a consciousness and argues that the experience of diaspora can also be experienced within homeland if the spatiotemporal and affective coordinates of the individual are similar to those experienced by individuals during the dispersion outside of it. Drawing on the imagination component of diaspora and reviewing 'homeland' characteristics, the paper argues that although this hybrid form of diaspora takes place in the imagined space of possibility and is future-oriented, it impacts the constitution of an individual's identity, boundaries and professional orientations.

The paper supports empirically this argument through a mixed methods research based on visual methodologies and interviews, carried out with 212 vocational students from Italy, France and Greece. Students' responses revealed a phenomenology of dispersion within homeland, which is highly similar in all three countries among students of the same age and with similar socio-demographic characteristics despite the differences in the national and cultural level.

The paper concludes by underlying the fact that students in all three countries not only testify for a commonly perceived social reality but also describe it in highly similar patterns. Based on the above, it argues that the implications of this highly similar hybrid diasporic status, when explored under the perspective of southern theory, cast light on the effectiveness of education policies related to school performance and social inequality.

SANDRA D'AGOSTINO, SILVIA VACCARO, INAPP

Developing an Italian Dual System in a Southern perspective

In recent years, under the pressure of the economic situation, which has led to a progressive worsening of young people's condition on the labor market, many European countries have shown an increasing interest for the German dual system, considered as an effective model to promote the insertion into the world of work and to prevent early school leaving.

Inspired by this model, Italy – together with other Southern European countries - has introduced structural changes, adopting specific policies aimed at strengthening the initial vocational training system and promoting the apprenticeships development.

These measures are currently achieving limited results, mostly concentrated in part of the country. By adopting a "predominantly northern approach", acting on resources located mainly in the northern part of Italy and not taking into account the specificities of peripheral regions, these measures might eventually end up marginalizing the most vulnerable youngsters and widening regional differences in terms of provision and quality of the training offer and of achieved results.

All the more so, because of the major transformation affecting the context under the influence of mega-trends, related

to globalization, technology innovation, ageing population and increasing participation in tertiary education: these mega-trends are having an impact on Europe as well, and even well-established dual education systems - like as Germany, Austria and Switzerland - seem to reduce their effectiveness in promoting social inclusion and preventing vulnerable young people's marginalization.

Following Connell and Santos approaches, and making use of the results from experts' interviews, the paper bring forward some proposals for supporting the implementation of the dual system in Italy, in the perspective of strengthening the vocational education and training system in Southern Italian regions and of increasing its effectiveness in preventing youth unemployment and early school leaving.

CONCEPCIÓN CARRASCO CARPIO, MARTA IBÁÑEZ CARRASCO, Universidad of Alcalá, Madrid
Sexism and Myths of Gender Violence in Adolescents. The case of the Castilla La Mancha region

The process of socialization of the infancy and the adolescence receives the influence of the gender differences establishing the bases of the inequality of opportunities in a society based on the sex-gender system. Numerous authors link sexism with gender violence (Amurrio et.al, 2008; de Miguel, 2015; Díaz-Aguado y Carvajal, 2011; Díaz-Aguado, Martínez y Martínez, 2013; Ferrer y Bosch, 2013; Mosteiro and Porto, 2017; Torres, Robles and de Marco, 2014; Subirats, 2010; Venegas, 2011). The education system has a central role in promoting and developing an egalitarian culture (Rodríguez Martínez, 2011; Azorín, 2017; Heredero de Pedro, 2017). This is the reason why the population under study were students of Compulsory Secondary Education, between 13 and 17 years.

The research aimed at studying the sexist attitudes and myths about gender violence in adolescents in the region of Castilla- La Mancha (Spain), through two instruments: the sexism detection scale in adolescents (DSA) (Ramos, Cuadrado and Recio, 2007) and, the inventory of distorted thoughts about women and the use of violence, reviewed by Echeburúa, Amor, Sarasua, Zubizarreta y Holgado-Tello, (2016). We have used the survey method carrying out 1,840 questionnaires distributed in 60 educational centers.

Among additional results, the research shows that adolescents agreed with 21.66% of gender violence distortions. These results make us aware of the relevant of violence´s prevention in adolescents in Spanish education system.

4 - Inequalities, Early School Leavers and School Policies
Chairs
BRUNO DIONÍSIO, Universidade de Évora
EMILIANO GRIMALDI, Università degli Studi di Napoli

LEONOR LIMA TORRES, Universidade do Minho
The Rise of School Clusters and the Decline of Organizational Identity in Vertiginous Times

The rationalisation of the school network and the resulting generalisation of school clusters is a global phenomenon, with particular expression in southern Europe. In Portugal, the expansion of this new organisational configuration in the state school system prompted one of the most profound reforms of the education system: between 2004 and 2016, the total number of educational establishments fell by 53% and the number of schools nonclustered was reduced by 80%. Today, the state school network consists of 713 school clusters (88%) and only 95 nonclustered schools (12%), the latter reflecting exceptional instances whereby secondary schools resisted. While these figures illustrate the magnitude of the change at a macro level, they overshadow the most profound change in the school system - the organizational and pedagogical complexity of school clusters and the erosion of their collective identity. This communication aims to discuss some of the effects of this rationalizing movement at the level of the "school culture" and the identity of the school cluster, expressions which have been recovered and reconceptualized in the framework of these new currents of

public management. Regarding methodological aspects, we use data collected in the context of various ongoing researches, being both extensive (macro level, using analysis of official statistics) and intensive (meso level, with emphasis on case studies). The results show that, at the political-strategic level, the belief in the creation of a "school cluster culture" (in the integrative sense) as an engine of school success is crystallised. At the level of everyday school life, we provide evidence of a decline in organizational identity, dilution of the sense of institutional belonging and cultural fragmentation.

PATRIZIA FALZETTI, CHIARA SACCO, INVALSI

Analysis of School-level Factors Contributing to Spatial Inequality in Academic Achievement in Italy

Aims and relevance - The study of the territorial difference in educational achievement is a widely debated topic, in particular in Italy for the presence of the well-known strong regional disparities. In this study, our aim is to investigate the extent of the spatial disparities in the relationship between the academic achievement and some school-level factors moving beyond the regional administrative confines, in order to identify new spatial patterns.

Methods - We exploited the standardized test in Italian Language administered by INVALSI in 2017-2018 focusing on the 8th grade students. The student's achievement is measured using the Weighted Likelihood Estimation (WLE) estimated by the Rasch model. As school-level factors we use a set of socioeconomic and demographic variables. We employed two statistical models: the ordinary least square (OLS) regression, to study the relationship at a global level, and the geographically weighted regression (GWR), to examine the spatially varying relationship. GWR allows to determine whether the underlying data generating process shows spatial heterogeneities estimating for each school local regression coefficients. K-means clustering method has been applied to classify schools into homogeneous regions based on local regression patterns.

Results - The spatial analysis of the relationship between academic achievement and school-level factors outlined a fragmented reality. The predictors of academic achievement are spatially non-stationary and using the k-means clustering we identified 7 school clusters that are homogeneous with respect to the factors' effect on school performance. Each cluster has been characterized geographically and in relation to the intensity of predictors statistically significant in the area. The identification of new spatial clusters allows to differentiate supports for schools on the basis of their unique specific needs. This work can be exploited to address a more contextualized policy response to educational needs in Italy.

SIRO BAYÓN CALVO, JEZABEL LUCAS GARCÍA, ROGELIO GÓMEZ GARCÍA, Universidad de Valladolid

Exploring Gender and Regional Inequalities in Early School Leaving: An Endogenous Approach

Early school leaving is a major social problem and a political priority in countries from southern Europe, as it influences further economic and social results. Spain, Portugal, or Italy share high rates of early school leaving since decades ago. These aggregate results hide important regional and gender inequalities, being Spain one of the best examples of country with greatest inequalities, as it has the highest ESL rates as well as widest regional gaps. Thus, this proposal aims to analyze the gender and regional inequalities associated to early school leaving in Spain, adopting an endogenous approach to study the process of early school leaving, as it represent the end of a process that shows previous signs of disengagement from the education system. The methodology is based on the analysis of secondary data and linear regression techniques, studying regional and gender distribution in several indicators, as well as their potential relation with early school leaving. The data belong to the official statistics of the Spanish Ministry of Education, Culture and Sport, and the Spanish National Institute of Educational Evaluation. The results evidence significant regional and gender inequalities and confirm the predictive power of most of the indicators analyzed. These results highlight the importance of focusing on the engagement in the schooling process. Hence, this proposal will help to shed light on the inequalities of a crucial social phenomenon that is affecting countries from the south of the European Union, and it will

provide some discussion about the possible priorities to tackle this social problem.

XAVIER RAMBLA, Universitat Autònoma de Barcelona (ES)
MADDALENA BARTOLINI, Centro studi Medì, Genova
Regional Policies to Reduce Early School Leaving in the European Union: the Importance of Multilevel Governance and Educational Programmes in Two Case Studies

The European Union has launched an ambitious initiative to prevent early school leaving, to intervene on related school risks and to compensate early leavers for the consequences of low-skill levels. This paper explores how decision-makers have adopted this policy in two regions where school leaving rates exceed the average, such as Liguria in Italy and Catalonia in Spain. Our comparative analysis concludes that two factors mediate the acceptance of the EU 2020 Education and Training strategy. First, although the Strategy has contributed to enact multilevel governance, it has not transformed national institutional traditions that have previously disregarded the problem for a long time. Second, although a few specific innovative experiences search for the inspiration of the Strategy in the two regions, these experiences have not spread throughout the school system. In fact, attempts to prevent early school leaving and to cater to early school leavers increase the complexity of school temporality so much so that these innovative experiences completely challenge teachers' understanding of school life.

5 - Lifelong Learning, Gender and Social Change
Chairs
MARIANA GAIO ALVES, Universidade de Lisboa
ASSUNTA VITERITTI, Università degli Studi di Roma La Sapienza

CARMEN ELBOJ-SASO, TATIANA IÑIGUEZ-BERROZPE, Universidad de Zaragoza
Adult Education as an Empowerment Tool in Southern Europe

The general basis of this communication is to analyze Adult Education (AE) from Southern Europe, considering its differentiating elements from a sociological perspective. In a context of late but intense population aging process, recipient of immigrant population and with participation rates in AE generally lower than in Northern Europe, AE can emerge as a tool for personal and social empowerment. Beyond the utilitarian and neoliberal vision of AE basically as an investment in a more competitive workforce (in the "globalization from above" process, following Borg & Mayo, 2008), in the scientific literature dedicated to this topic in southern Europe, more attention has been demanded on its effect on adults' personal and social empowerment, being influenced by Freire's critical pedagogy (1970). Based on this idea, the present research explores the data from the Survey of Adult Skills (PIAAC) in the 3 Southern Europe countries where microdata are available (Greece, Italy and Spain) to, through the application of a Structural equations model (SEM), identify the relationship between participation in formal and non-formal AE activities and potential personal and social benefits, such as participation in communitarian activities, the acquisition of learning strategies, employability, having a better health, or a better level of literacy. In addition, we have considered in our analysis collectives at risk of exclusion, such as adults with low educational level, immigrants or older adults. Both at a general level and in the specified groups, a relevant effect of AE is observed in most of these benefits, being, for some social groups, more significant than adults' initial educational level. Another effect of AE in Southern Europe adults is becoming more critical in socio-political trust. We call for a Southern Europe sociology of adult education with an emancipatory and transformative approach, following the Freirean trend.

VANESSA CARVALHO DA SILVA, Instituto Universitário de Lisboa
Adult Education and Lifelong Learning in Southern European societies

In a context of a generalization of education and the centrality of knowledge in today's societies, accompanied by the "intragerationality" (Enguita, 2007) of change, individuals were required to be actively and continuously involved in new stages of education and learning. The right - and the duty - to a relationship with education has been affirmed - beyond initial education and school - which must take place throughout and wide life.

The "cosmopolitanization" (Beck, 2016) of current societies, underlines the importance of a transnational analysis, for the understanding of social phenomena. Recognizing the supreme importance of a comparing analysis of adult education in Southern European countries, this communication proposal aims to share some of the regularities and differences found in adult education and training systems and in the relationship that adults in each of these countries have with lifelong education.

As we can only understand the adult's relation with LL by previously analysing his social structure, and the adult education and training systems, in a first moment it will be presented the result of a documental analysis (Eurydice Reports) which compares adult education systems in Southern European countries: their history, contexts (educational attainment level), public policies/programs, promoters and different kinds of adult learning modalities.

Subsequently, and through secondary analysis of data from the Adult Education Survey (Eurostat, 2016), the relationship between adults in these countries and lifelong education will be compared: their engagement - and some barriers - with different types of education (formal, non-formal and informal).

These comparisons will allow improving the effectiveness in reaching the generalization of LL in Southern European countries, allowing them to learn with each other's, benchmarking good practices.

CHIARA CARBONE, Università degli Studi Roma 3
Feminist and indigenous epistemologies from the South: the Intellectual Practices of Women in Sicily and in New Zealand as Means of Social and Cultural Change

Different global Souths have been shaped and designed by several scholars, those engaged in the development of the Southern Theory perspective (Connel 2007, Comaroff & Comaroff 2012). In their reflections a South's belonging could be thought as a space of existence and resistance under a social, political and cultural dimension; so a southern positioning could be possible inside a North context. But there is also another level of positioning within a South's frame: there is margin, a 'subaltern zone', a space of resilience and fight. Often women are based at the margin of the Souths and experience this dimension, especially in the realm of knowledge production.

In my empirical work I focused on the intellectual practices of women as new forms of knowledge from the Souths, as new feminist and indigenous epistemologies that come to the surface, pushing and smashing the patriarchal dispositifs (Foucault 2000) and as Connell argued the white male supremacy powers (Connell 2016, 2017).

Investigating on how women produce different situated knowledges (Haraway 1988) as positive utopias, I collected during my fieldwork (2017-2019) 25 biographical interviews in both Sicily and New Zealand to 11 feminist women in Catania and to 14 Maori women of the North Island.

Analysing how the intellectual practices and actions of women impact on society educational, political and social framework in the two different contexts, I tried to suggest some connections between women's epistemologies and the social and cultural change in a southern perspective point of view, validating the fact that their location or positioning influences the theoretical frame they generate as a different knowledge.

ALÍCIA VILLAR AGUILÉS, Universitat de València,
MAR VENEGAS, Universidad de Granada
Fuel for the Anti-Gender Discourse: an Analysis through a Hashtag Study on Twitter

A political, civil and religious movement that is touring Europe with an anti-feminist discourse is questioning feminist achievements. Several organizations and movements called anti-gender are emerging holding an anti-feminist discourse that appeals to the so-called 'gender ideology' to question the proactive policies on gender equality and diversity that have so far formed and occupy a current relevant place in educational policies within the European agenda. This paper

comes from our concern to discuss the following thesis: in current Europe, especially in Southern societies, an anti-gender frame is being developed against the feminist frame of sex and gender equality and diversity. This anti-gender interpretive frame is positioned forcefully against policies that advocate a coeducational model in a broad and intersectional sense; it dogmatically questions both the introduction of gender mainstreaming in school and relationships and sex education as part of the curriculum. In this paper, we present an advance of results based on the framework analysis methodology. In doing so, we have selected a set of texts to identify the main categories involved in the phenomenon in order to delimit and characterise this anti-gender discourse. One of the most relevant first findings is that supporters of the so-called 'gender-ideology frame' appeals to a somehow 'myth of equality between men and women' to avoid the on-going development of sex and gender equality policies in the field of education.

6 - Counter-narratives, Teachers and Youth Activism

Chairs
MARÍA JIMÉNEZ, Universitat d'Alacant
LUCA QUEIROLO PALMAS, Università degli Studi di Genova

CINTIA INDARRAMENDI, University Paris 8, Saint Denis
When Part of Europe Claims to Belong to "The South": Theoretical Debate on an Obscure Term

The use of the term "Global South" is increasingly important in social sciences (Heike Pagel et al., 2014). The term has replaced the old school distinction between center and periphery; developed and developing countries or even First, Second and Third World. North and South seem neutral categories but are particularly inaccurate (Magallanes, 2015) and usually imply domination and dependency relations without spelling it out (Schwarz, 2015).
However, the sense Connell gives to "Gobal South" when analyzing the global division of labor in the production of knowledge in social sciences is surely interesting. She makes the difference between scientists in the Global North, theorizing from a society with no external determinations, and the global periphery where societies cannot be theorized as independent from the influence of external determination. Even if Northern researchers collect data in the colonized world, she explains, they produce knowledge in the metropole, and their theory is then re-exported to the colonies (Connell, 2007). We could then say that some distinctive characteristics of the "Global South" are colonial past and academic dependency. So, when part of Europe claims to belong to "The South", this imprecise term become even more obscure.
Undoubtedly, in a "glocal" world (Novoa, 2001) the situation of European populations is profoundly diverse: different levels of educational inequality persist and poor educational performance affects particularly poor groups as well as immigrants (Santagati M. et Al., 2019). Our argument doesn't question the need to legitimate the forms of knowledge from marginalized groups to understand this situation (Connell, 2007; Santos, 2014). It challenges the use of ambiguous "catch-all" terms in social sciences and emphasize the need to call domination, dependency and inequalities by their proper names. Inspired by Rancière's theory (1987), it argue that the emancipation of « speechless » can never be the result of the decision of legitimate voices.

TATIANA SARUIS, RITA BERTOZZI, Università di Modena e Reggio Emilia
MARIAGRAZIA SANTAGATI, Università Cattolica del Sacro Cuore
Teachers as Street-level Bureaucrats: Which Challenges in Southern Europe?

Aims and relevance - The street-level perspective (Lipsky 1980) has mainly developed in the Northern Europe and Anglo-Saxon Countries (Saruis et al. 2019). It has been applied to the study of public administrations' frontlines, including schools (e.g. Weatherley, Lipsky 1977; Kelly 1994; Maynard-Moody, Musheno 2003), which represent the

State in the interaction with citizens, in order to investigate how they can influence policy implementation. In fact, the street-level literature has highlighted that these figures have a relevant and unavoidable degree of discretion in the application of the programs and guidelines defining their mandate (Evans, Harris 2004). They use this space of agency to adapting their decisions and interventions to, on the one hand, the characteristics of the concrete cases they deal with and the conditions in which they are embedded, on the other hand, their own ideas on education and the role they should play. This paper aims to explore the potential of the street-level perspective in the study of educational policies and contexts of Southern European Countries.

Methods - This paper is based on literature review on both street-level school bureaucracies and the educational contexts in the South of Europe. It proposes theoretical and practical questions and nodes to deal with in order to apply this perspective in this geographical area. In order to make to better emerge these reflections, the street-level approach will be applied to an analysis of successful immigrant students' school biographies, collected within a study recently conducted in Italy (Santagati 2019).

Expected results - The questions that drive the reflections proposed by the paper are the following: Which could be the opportunities offered by the street-level perspective for studying schools bureaucracies in the South of Europe? Which challenges do researchers have to take into account in the application of this perspective? How the different meanings of "South" - disadvantage, exclusion, exploitation, inequality, poverty, periphery, but also community, localism, solidarity, and creativeness (Connel 2007) – are at play in teachers' profession and how do they influence teachers' discretion? Which strategies could teachers develop in these conditions?

KITTI KOZMA, TÍMEA CEGLÉDI, University of Debrecen
Teaching with Resilient Lives: Roma Teachers' Resilient Pedagogy

Being successful at school as a Roma student is a crucial sociological question both in Northern and Southern Europe (FRA 2014, Eurofound 2017, Ćurčić et al. 2013, Brüggemann & Friedman 2017). The role of teachers is unquestionable in this. Roma teachers' experience is invaluable when seeking to understand and solve problems that students with similar backgrounds have.

Resilience is our academic starting point which could be used as a framework to interpret and better understand educational questions in Europe.

The word "resilience" is Latin in origin. It means to rebound or boost. In academic life, it is interpreted as an extraordinary phenomenon despite any impedimental circumstances (Békés 2002, Masten et al. 2008, Grotberg 1996). Thus, those in PISA who belong to a lower social class but have higher achievements are called resilient students (OECD 2016, Agasisti et al. 2018). Educational sociologists say that a person's life is resilient when it is successful, notwithstanding the disadvantaged social background (Ceglédi 2012). Currently, we are analysing Roma teachers with resilient lives.

Our question: What kind of possibilities and dangers of the resilient life might hide in the pedagogical career? In taking a new approach to resilience, we focus on development through trials and on potential hidden in challenges (Le Duc 2015, Ceglédi 2019, Békés 2002).

Because of the uniqueness of the target group, we chose snowball sampling. 6 semi-structured interviews were made in the eastern part of Hungary, in autumn of 2019, in which we emphasize both the resilience of the courses of life taken, the pedagogic job, and the connection between them. We did qualitative analysis of the transcripts.

Results: The resilient Roma teachers incorporate their life experience into their pedagogic fields. Their coping serves as a model for their students. Hence, we see the resilient life as an important problem-solving opportunity all throughout Europe.

VERONICA RINIOLO, Università Cattolica del Sacro Cuore
The Political Activism of Second-generation Youth: Narratives, Claims and Spaces of Participation

The political activism of youths from a migrant background is still an unexplored issue above all in Italy where,

according to the latest figures, their number reaches almost 3 million. In this study – on the basis of 39 biographical and semi-structured interviews conducted in Italy between January 2017 and April 2019 – I try to answer to the following research questions: Q1) what are the forms and spaces of participation chosen by youths from a migrant background to make their voice heard? Q2) And what are the narratives and discoursive strategies of their political activism? The data presented in this paper is part of a broader multi-method study which is composed by a qualitative part, whose results are summarised in this paper, and a quantitative study, which is based on two ISTAT national household surveys.

The analysis of interviews reveals that young activists with migrant background experience very different forms of political participation, from conventional to unconventional ones. Processes of mobilisation from below – in those spaces of political, cultural and symbolical resistance against the mainstream arguments ("claimed spaces") – integrate with processes of top-down activation – in those spaces "granted" by public stakeholders. The relationships with the delegates of institutions is considered by youths from migrant background an instrument to legitimate their actions. At the same time "granted spaces" bring the risk to merely react to issues imposed by the dominant debate. Overall, the activism of youths from a foreign background emerges as a battle with strong symbolic features: the activists intend to modify the static image prevailing in the representation of Italian society. Their mobilisation, despite being motivated and guided by claims related to their being children of immigrants, involves causes and includes issues of general interest in a logic of interconnections of different topics.