ABSTRACT BOOK

In alphabetic order by first author

Shinichi Aizawa
Empowerment, Social Inclusion, and Schooling in Japan

We explore the issues of social inclusion and exclusion of Japanese education, specifically as it relates to empowerment in contemporary Japan. Japan is one of the best countries in the world in terms of academic achievement even though it has vast rural and mountainous areas. Some people might regard Japan as an examination hell country based on these high achievements. But, it is too old image of Japanese education. Japanese strength in education is not only about high levels of academic achievement but is also about their system of schooling and their social constitution. Other scholars have celebrated the value of cooperation, community, and association, emphasized in primary and lower secondary schools because elementary and lower secondary school classroom in Japan is managed by "small groups (han), student monitors (nichoku), and various chores (kakari or toban)," and that students help each other within groups in with in the classroom. Japanese schooling executes egalitarian inclusive education. However, this emphasis on possibilities of Japanese education have obscured its constraints, specifically around the issue of exclusion. For example, Japanese schools have exclusive characteristics in non-academic settings such as Bukatsudo (extra-curricular club activities) and school events. We first introduce characteristics of Japanese education, specifically focusing on positive aspects (e.g., equal and excellent education) related to empowerment. Then we examine the relationship between empowerment and social inclusion in Japanese education.

Gianluca Argentin, Paolo Barbetta, Francesca Maci
Preventing school drop out empowering family networks: does it work?

It is well-known that socio-economic background matters in determining student performance. Systematic reviews confirm that a key role in shaping this association is played by parental involvement. Not surprisingly, successful interventions in education frequently have parental engagement as key ingredient of their protocol and the attention paid to this factor is increasing among policy makers and evaluators. In light of this knowledge, it seems particularly promising trying to increase parental involvement in order to reduce students drop out risk. Among the tools available to increase parental involvement, Family Group Conferences seem particularly useful. Indeed, the key aim of FCSs is generating solutions to individual problems empowering family networks. Moreover FGCs are a light and low cost intervention and they can be implemented without additional efforts for schools and also without the direct involvement of social services.

We wonder whether FGC could be successfully used with at risk students, to increase their parents' involvement and to improve their wellbeing in school. In order to answer these questions, we designed and implemented a randomized controlled trial. In 2013, we involved 15 lower secondary operating in a Northern district and we got 262 referred students (6th and 7th graders). The profile of the referred subjects fits the usual identikit of students displaying higher drop out risk. We randomized students and offer the FGC intervention to half of them. At the end of the first year, the intervention showed to be effective on four outcomes: it increased parental involvement (as perceived by students), it reduced their perception of teachers' hostility and it improved their self-efficacy about learning and improved their satisfaction about their school experience. Up to now, we did not detect any impact on the hard outcomes at the end of the school year, namely students' failure, final marks and truancy rate.

"Education and Empowerment: Theories and Practices"

Adriana Aubert, Mimar Ramis
SALEACOM. Overcoming Inequalities in Schools and Learning Communities: the impact of the Learning Communities

This paper introduces the Marie Sklodowska-Curie RISE project *Overcoming Inequalities in Schools and Learning Communities: Innovative Education for a New Century* (SALEACOM) supported by the EU's HORIZON 2020 (2015-2017). The project seeks to widen the scientific knowledge about the incidence of Successful Educational Actions (SEAs) in the transformation of the lives of the most underserved students. The main objectives focus on providing (1) high-quality training programs for teachers and educational researchers aiming at overcoming inequalities; (2) interdisciplinary solutions for and with learners most affected by inequalities; (3) strengths-based methodologies for international comparative research to further the impact on the lives of historically excluded students and (4) a global program of SEAs to be implemented across educational systems. The project draws on previous findings and on the evidence of improvement that SEAs are reaching in hundreds of schools in different parts of the world. Besides, this paper provides new insights of the impact that the SA approach is attaining in the lives of the most excluded learners and their communities in different parts of the world, not only in terms of educational outcomes but also in the empowerment of all agents involved, especially in the cases of the most underserved such as indigenous communities or the Roma people.

Adriana Aubert, Miguel A. Pulido Rodrígues
SOLIDUS:'Successful'acts'of'Solidarity'from'Education'in'Europe'

The H2020 Project SOLIDUS (201572018) "Solidarity in European societies: empowerment, social justice and citizenship" (GrantNumber 649489) is analysing in depth what successful acts of solidarity are being developed across Europe, combating the crisis through active citizenships of involved actors and to construct more inclusive and prosperous societies. To cover this objective, effects of these actions in five social areas will be studied in depth: housing, education, employment, health and civic engagement. Particularly, this paper draws on the work done in the first year of implementation of the SOLIDUS Project, and aims to explore the contributions of two cases developed in Spain which focus on the area of education policy, which constitute successful examples of how educational policies can increase solidarity, active participation and empowerment among different territories and social groups. The 2 success case studies are: 1)Schools as Learning Communities, a movement of schools across Spain and other American and European countries, which is improving educational achievement and living together through the implementation of successful educational actions and the community participation; and 2) the Integrated Plan for the Roma in Catalonia 2014/2016 (Spain), that has been promoted by the Department of Social Welfare of the Government of Catalonia, different policy initiatives in education are being carried out which has contributed to improve the living conditions of the Roma in Catalonia. The results show that absenteeism has been dramatically reduced (from more than 35% to less than 3% in one of the schools involved). Furthermore, the participation of Roma families in the schools has increased more than a 30%. Both projects are examples of how educational policy can stimulate forms of solidarity and empowerment within the schools and communities, which are successful and potentially scalable in the European context.

Roxana Baltaru, Yasemin Soysal
Academics and Administrators in Higher Education: Investigating the Organizational Expansion in a Transforming Institution

Higher education governance across the globe is being transformed. A significant aspect of this transformation is the changing organization of university in line with new models of institutional identity and purpose. Recent European research documents the empowerment of the administrative body as reflected by the growth in the number of administrators across different sections of University—a long established trend in the US universities. We build on this research by investigating the factors associated with variation in the number of administrators across 752 Higher Education Institutions (HEIs) in thirteen European countries. We argue that the enactment of an increasingly standardized model of higher education, represented in the inclusive and entrepreneurial university, is one of the main factors nurturing the number of administrators in HEIs in Europe. Our findings

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support such an argument; regardless of geographical and institutional cultural differences, HEIs with high levels of organizational expansion (in student enrolments and goods and services) are characterized by a higher proportion of administrative staff. We find less support for functionalist and neoliberal perspectives that emphasize efficiency concerns and borrowing of models from private sector.

Paolo Barabanti
Succeeding at school despite the family: the Italian resilient students

Socio-economic status (SES) and cultural background (CB) are considered two of the major explanatory factors of educational outcomes. Since the publication in the 1960s of the Coleman Report on equality and educational opportunity, it is well documented the relationship between SES, CB, and student achievement. The latest International standardised tests (such as PISA by OECD) still confirm this situation. However, some of the students with poor socio-economic and cultural background can reach high scores in tests. Who are these resilient students? What are their main features? Why do they success unlike other students coming from the same disadvantaged background? When and where are they able to beat the odds against them? The paper focuses on "resilient students", who succeed at school in reading and mathematical skills despite a disadvantaged background, showing which factors are associated with their empowerment (at individual, family, and school level). After a brief presentation of European situation, the core is about Italian case. The findings, useful for policymakers, teachers, and headmasters, show that these pupils differ from low-achieving students coming from a disadvantaged background in personal variables (for instance, resilient students are more motivated, more opened for problem solving, more perseverant, and they spend much time in learning) and school ones (such as teacher's support, disciplinary climate, and ICT resources). Furthermore, they are especially native male students and they are more present in northern high schools.

Maddalena Bartolini
An action research in Genoa: reflections on empowerment-based practice

The Youth Empowerment Partnership Programme (YEPP) is a multi-layered international project working in six European countries in disadvantaged areas called CHIs (Centres of High Intensity). YEPP promotes community and youth empowerment through capacity building and training at the local level. YEPP was born as a method and a project by INA - University of Berlin, sponsored by NEF- Network of European Foundation. It started in Berlin (2001), followed by Turin (2003) and finally in Genoa (2008).In the suburban genoese area of Cornigliano, the aim of the project is to create meeting opportunities for young people to develop their own abilities through a network of associations and local institutions and partners. This educational project is a way to give young people the opportunity of approaching their future lives (Furlong, 2009).
The goals of the project are: to include young people from different culture, through peer planning activities; to encourage the local youth to set up new innovative ideas to obtain their own creative space; to develop their skills; to organize open workshops for local adolescents.
The project developed in Genoa is an important opportunity for young people to have a leading role in all the process: the creation, the planning, the organization, the implementation and the evaluation. In this project, social workers and researchers work through an *action research* approach, which allows them to share the planning of the goals, the actions, the tools, the workshops and the events with the adolescents. Such research method helps to produce social changes in a specific context and to break down barriers between formal and informal learning (Wyn, 2009). The aim of this research is to analyse the method and the practices of the project and their impacts on young people thus understanding the processes and outcomes.

Gian Luca Battilocchi
Empowerment and education poverty: analytical tools and policy strategies

In a report published in 2014, "Save the children" presented the main findings about the first application of an education poverty index (IPE: *Indice di Povertà Educativa*). The report contains recommendations for the development of strategies to struggle against forms of deprivation of educational opportunities and resources.

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This report represents an urge for policy makers and social actors engaged in promoting well-being of young people, but also for scholars in order to achieve a more adequate knowledge of living conditions for children in Italy. As is known, Italy suffers high rates of child poverty, which have serious consequences for general living conditions and the development of childhood and adolescence. Furthermore, the challenge that "Save the Children" issued has been taken up by the present government, which established a fund to fight against child education poverty and adopted other specific measures financed by the FSE. The aim of this paper is to conduct an analysis of the education poverty index proposed by "Save the children", concerning both theoretical and cultural references and the structure of the index itself (the selected domains and indicators). For this purpose, I will review literature on child poverty and child well-being, especially with reference to theoretical and methodological aspects. The paper intends to show if and how the analytical tool and the policy recommendations proposed by the NGO adopt an empowerment approach, both in the conceptualization of poverty in education and in the selection of strategies to fight against education poverty. The empowerment approach will be considered as the general framework within which it is possible to develop new instruments for monitoring child well-being and education poverty and to reconsider policy orientations.

Margarita Bershadskaya, Marina Artamonova, Alexandra Serova, Yulia Voznesenskaya
The role of higher education and labor market cooperation in solving the problems of social inequality of university graduates

Based on the data of comparative educational statistics, the international university ranking results (Webometrics) and the analysis of the problems of updating the educational standards of the Russian Federation, the three main aspects of inequality in Russian higher education consider revising:
- student elitism;
- the low quality of mass higher education;
- weak interaction of higher education and the labor market.

The real way to improve the quality of mass higher education, we see, first of all, in strengthening of the interaction between higher education and the labor market. Our experience of such cooperation in the joint development of professional standards in sociology made us possible to identify major competences of bachelors and masters, which must be taken into account in the updating of the federal educational standards of Russia in the subject "Sociology". The formulation of competences in the language of employers ensures the effectiveness of the labor market participation in the assessment of competencies of graduates. This approach is particularly important in the conditions of uniform nationwide educational standards, as is the case in Russia. It is the involvement of employers in the development of technology for assessment of competencies of graduates will lead, ultimately, to improve the quality of mass higher education and, as a consequence, to reduction of social inequality between graduates of elite and mass universities.

Rita Bertozzi
Personal and social agency of students with immigrant background in educational pathways

In Italy, students with a variety of cultural backgrounds are increasingly attending schools and universities. Many studies have reported on the inequalities between Italian and foreign students in secondary schools, consisting in different levels of performance and attainment, including failures, drop out rate and access to different study tracks (i.e. Besozzi et al. 2009; Azzolini & Barone 2013). However a growing number of students with immigrant background gets good results; second-generation students, in particular, tend to have school careers more and more similar to those of native Italians. From this point of view, the transition to higher education can be taken as a sign of greater inclusion. As a research topic, students' previous experiences can be observed to understand which resources they have used to overcome obstacles and how education gave them the opportunity to improve their lives. Looking at the empowerment process, one can analyse how self-efficacy and critical awareness are gained by these students through education, together with the power of agency at an individual and social level (Colombo 2011).

The paper aims to answer these questions: What role do formal and non-formal education play in the empowerment of students with immigrant background? Do they feel they have the possibility to make a

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difference? How does migrant background affect subjects' agency and their ability to bring about personal and social change?

The presentation will combine the results of two research projects, with the aim of displaying how, in different situations, empowerment factors and linkages with educational experiences contribute to the respondents' academic achievement.

The first is a qualitative survey conducted at the University of Modena and Reggio Emilia with students of immigrant origin who continued their studies at university.

The second project, still ongoing, is a mentoring project involving immigrant students already graduated as tutors of immigrant students with negative outcomes in secondary schools. Analysis focuses on tutors' experience (in terms of self-efficacy and agentic power) and on students' empowerment.

Ivano Bison, Maria M. Dickson, Giuseppe Espa, Flavio Santi
How the Field of Study and the Academic Curriculum Affect the Employability of Graduates of the University of Trento

The paper aims to study in an innovative perspective the transition process from university to work for bachelor and master graduates of the University of Trento between 2008 and 2014. The employment situation is analysed one year after graduation, focusing on time that graduates need to be employed. Unlike classical studies on the transition process, our work is concentrated to analyse also the effect of academic curricula on the employability of graduates. Particularly, in addition to usual control variables such as sex, age, social class and parents' education, we consider the time taken to complete the academic path, the courses attended by students, the examination marks, the regularity of the educational path, and so on. To this aim, we use both administrative data of the University of Trento and the results of the periodic surveys on Italian graduates conducted by Almalaurea. By means of a multilevel multilogit model and an event-history analysis, the goal is to following and monitoring graduates in their entry in the complicated world of work, investigating also whether there is a trade-off between the time taken for graduating and the final mark in terms of employability.

Bernadette Brereton
Mentoring as a means of empowerment

While many educational practitioners may be specialists in their chosen fields, they may be lacking in key practical teaching skills. With the increasing massification and diversity of the higher education population, such teachers need continuing professional development training to improve student engagement and deepen learning. Undertaking such CPD can be a difficult and apprehensive path but successful completion of such training can be a key means to improving learning engagement and empowerment.

We examine a key means by which higher level CPD is encouraged, supported and sustained. Since 2010, the Masters in Learning and Teaching (MALT) programme has been delivering CPD in Dundalk Institute of Technology (DkIT)and developing a mentoring and coaching model whereby a Personal Academic Tutor (PAT) provides targeted and personal support (both personal and professional) to those undertaking the programme. The PAT allies the skills and behaviours of successful mentors, specifically key communication skills, with face-to-face and online supports. In addition, the PAT mentor provides personal leadership in research output and scholarship, including collaborative practice and publication. This model of mentorship and coaching has multiple positive outcomes, serving to support the MALT participants while leading to the creation of a growing community of teacher/scholars in DkIT. These positive outcomes were recently recognised when the MALT team won a *National Forum for the Enhancement of Learning and Teaching in Higher Education* Teaching Expert Award and, in addition, a Special Commendation Award for 'effecting systemic change'.

Bernadette Brereton, Mark McCormack
The 'meitheal' and the 'scáthach': the positive effects of team-work and mentoring

Traditionally in Ireland, a 'meitheal' describes a group of neighbours working together to complete seasonal farm work such as gathering a harvest. The 'meitheal' conversed and worked together to agreed schedules and

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outcomes. In addition, there exists the Irish myth of the 'scáthach', the shadow-warrior who teaches and mentors the hero Cúchulainn so that he can achieve greatness. Drawing on our cultural heritage, we place these two key concepts – (the team - 'meitheal' and the mentor - 'scáthach') – at the centre of our work on mentoring. Strong team-work and targeted mentoring can lead to positive learning outcomes so that education becomes a powerful force for social good and personal motivation. Equally, social disadvantage can be replicated in a poor educational trajectory. We hypothesise that the intervention of skilled mentors in the educational journey of young males can have positive outcomes. We conducted a focus group comprising key figures in the field of young mens' development which examined the key themes in the field. These themes were further examined by means of a semi-structured interview with the ex-director of the largest Irish men's prison. We found that mentoring can be a positive process which leads to self-fulfillment and empowerment. We found that mentoring skills could be used to assist a person through a time of crisis, to motivate and promote independence for their menteeor as a process to achieve a positive end result. Our newly established 'Centre for Excellence in Young Men' aims to harness both the strengths of the 'meitheal' and the 'scáthach'to foster positivity and creativity.

Cristina Cavallo, Paola Bonizzoni
Caught in the middle: Italian mothers in London facing school choice dilemmas

Research on schooling decisions in market-oriented educational systems has explored how school choice proves to be a powerful mechanism for the reproduction of native middle-class advantage. The literature has widely pointed out that middle-class parents, thanks to their specific forms of economic, cultural and social capital, have more power and capability than lower-class ones to evaluate different alternatives and to succeed in accessing their selected options. For middle-class parents, school choice also means deploying strategies of avoidance and distinction from other less advantaged social groups, in terms of ethnicity and/or class. Just recently this stream of research has started expanding its focus as to encompass also the educational decisions of migrant and ethnic minority parents, showing how their chance to make the "right choice" could be jeopardized by the "double burden" of the lack of country-specific cultural capital (fundamental for understanding the functioning of local educational systems) as well as by the economic forms of disadvantage often characterizing these especially disempowered groups. However, research has just partially explored the different ways in which class is ethnicized and ethnicity is classed, while research on middle-class school choice has generally taken for granted parents' whiteness, research on foreign parents has, on the contrary, mainly focused on non-white, extra-EU and economically disadvantaged ethnic minorities. This article aims to partially bridge this gap, exploring intra-EU, Italian high-skilled migrants' schooling decisions and preferences. It draws on 28 semi-structured qualitative interviews to Italian mothers living in London, tackling their views and dilemmas concerning their children's schooling choices since the very beginning of their educational paths. Looking at the different ways in which mothers discuss school choices' issues, according to their values, cultural and material resources, we will show how they differently interpret, face and negotiate the functioning of the British educational system, very different from the one they were socialized to. While their efforts to make the "right choice" closely evoke the strategies, contradictions and dilemmas experienced by the native middle-classes, their being *Italian* middle-class parents in London also opens up specific grounds for maneuvering and re-negotiating their inherited, culturally-grounded ideas of school and childhood in a foreign context.

Maddalena Colombo
Ethnic minorities and Special Educational Needs (SEN) in Italy: equity, accessibility and empowerment as focuses for future research

Europe is now concerned with an increase of demand for support to people with scarce access to social opportunities and in schooling: the paper focuses on a group of students extremely vulnerable, those with special educational needs (SEN) and migratory background. They share the uncertain socio-economic status with migrants and asylum seekers, but they should have recognized as every person with disability (ONU Declaration 2007) the right of protection in their cultural and linguistic identity. As a matter of fact SEN students with foreign citizenships are often categorized in the same medical class as the native ones. In literature as well as in educational settings there is a lot of evidence of disproportionality in the number of pupils identified as SEN among minority groups because of the incidence of low income and poverty and their concentration in high-

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minority schools. It is also acquired that their treatment in schools is not facilitated by the different cultural patterns between parents, school professionals and health services in the diagnostic, caring and learning processes. Over the last years with the increasing of austerity and marketization of the social care/education a higher demand has been addressed to public schools to be more inclusive, due to the shift of the mainstream from "integration" to "inclusion" (Vieslie 2003; UNESCO 2005). The number of SEN pupils with ethnic background enrolled in mainstream education raised (as their proportion over the student population) and this made pressures on the expenditure in education (EACEA 2013). Not all schools can afford these extra-charges equally. Politics of inclusiveness promote school settings equipped to handle with such a "double jeopardy" through: accessibility and empowerment. The paper aims at describing the current situation of foreign students with SEN in Italy, compared with others European countries (Miur 2015, 2016; EADSNE 2009). The legal frame of the public education system in Italy has a long tradition in implementing disabled pupils' integration; the definition of SEN has only recently (2012) been introduced in place of "handicapped", enlarging the target of special resources to all disadvantaged children. My purpose is tentative and exploratory, as a few analysis have been carried out so far about the impacts of these reforms. Through a review of pilot and local studies (the only available), I will analyze the degree of accessibility and empowerment of SEN student with migratory background paying attention to three dimensions: a) institutional and legal; b) cultural and social perception by the main social actors; c) individual agency. I will try to reply to some basic questions: are they suffering from their "double jeopardy" in terms of inequality of treatment as compared with other SEN students? Which can be the main factors of inequality? Responses to these will help to design a future research to understand in depth such a vulnerable group and the challenges schooling should face to become more "empowering" for it.

Sandrine Cortessis, Saskia Weber Guisan
How can youth voluntary work contribute to the development of self-empowerment?

The research presented in this contribution examines the involvement of young people aged from 16 to 25 in voluntary work within various types of non-profit organizations. Through the content analysis of forty interviews, we try to answer to the following questions: how young people engage in activities that are neither paid nor compulsory? How and why they commit themselves to these types of activities? How voluntary work becomes a collective dynamic learning process? We explore this context which takes place outside of formal education and creates the environment for empowerment. Working within a group where volunteers identify with each other, creates a sense of belonging that stimulates their capacity to take initiative and assume responsibility. According to the Canadian literature on the subject (Le Bossé, 2003, 2008; Ninacs, 2008; Rappaport, 1987), empowerment is a process of gaining power that leads to a concrete result, which is understood as the personal contribution that one makes to a global project (Zask, 2011). For many authors (Fortin *et al.*, 2007; Leclercq & Pagis, 2011; Vermeersch, 2004), volunteering is a way to take control, by actions which are chosen rather than imposed, and to gain the feeling of power in one's personal life. The possibility to participate in actions that are valuable for them, encourage young people to express their own opinions and therefore influence the way decisions are made. Our results show that, youth organizations offer young people a welcome social status giving them opportunities to be listened to, and to work collectively on concrete projects with real tasks and goals, like organising a musical event, or taking the responsibility for a group of children. Sharing and interacting with other young people in a warm and friendly environment allows each volunteer to test and experiment new activities, thereby increasing initiative, confidence and competences, and enables them to project themselves in the future. To conclude, the impact of the pride the young people feel to have a voice and to be involved in concrete and interesting tasks, coupled with the resources afforded by the group, make visible the fact that voluntary work can be considered as an interesting way to develop empowerment, in a democratic sense of participation.

Liana M. Daher, Augusto Gamuzza, Anna Maria Leonora
Multicultural Schools: European Teachers Facing Social and Cultural Change

Education and training are often considered as a strategic element to achieve a smart, sustainable and inclusive growth in 'Europe 2020'. EU educational systems are characterised by a multicultural *milieu* that impose to deal with diversity, combining the need of recognition and the social integration needs (Harmes et al., 2015). EU schools embrace more and more pupils with different cultural or ethnic background, becoming increasingly

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"culturally sensitive": language troubles, cultural misunderstandings, diversity conflicts based upon different cultural affiliations.

As a consequence, some problematic areas have emerged with the integration of children at school, concerning both language and educational aspects. How to teach children the competence of living and collaborating together? How to empower teachers with operative tools and practices working in multicultural classes?

Teacher empowerment lies to a process of peaceful negotiation of a higher level of knowledge and social recognition/integration. In this process, the teacher have the fundamental role of encouraging pupils to appreciate diversity as richness and cooperative approach to learning activity; they must support pupils in developing a shared *educational tongue.*

Indeed, teachers need to be supported in the above strategic role, starting from their needs arising from experiences and obstacles they daily face in their work.

The paper presents the results of the first phase of the Erasmus+ Project concerning the analysis of the teacher needs in multicultural classes. Using mixed methods the action-research aims at examine in depth challenges and problems with cultural integration of children with an immigrant background. Comparative results will be presented (Italy, Poland, Belgium, Greece, and Spain), focusing on similarities and differences of educational systems as well as strategies and methods empowering teaching in multiethnic and multilingual settings. Some key examples of best practices will be also discussed.

Luisa Daniele
The European discourse on empowerment in the field of Adult learning and the category of transaction and reflexivity

The paper examines critically the dimension of empowerment in the European discourse, starting from some operational definitions used in official documents. The author analyses the shift in the European documents from 2000 to recent years, from a lifelong learning vision to an adult education approach, basically labour market – oriented, thus leaving aside the social cohesion and self-emancipatory dossiers.

Finally, against this background, a theoretical approach derived from the categories of transaction and reflexivity is suggested, setting out from the reflections of Dewey. It will be investigated whether the categories of experience, problem posing and emancipation are more suitable for a long term project on adult learning than the categories of activation, problem solving, empowerment.

Magali Danner, Géraldine Farges, Sandrine Garcia
Empowerment or the managerialisation of the teaching profession?

Transformations were introduced in France in order to better balance relationships between the professionals in education and its end users. It was meant to allow the right to inspect the school institution as well as to offer wider decision making powers regarding the schooling of children. For example, parents can contest suggestions for repeating a school year. To do so, they may call upon an 'arbitrator' from the Ministry of Education if and when they disagree with school practices. In a broader sense, they have to formulate the request themselves and ask for the child's integration into a 'special' unit to pupils with learning difficulties. A series of measures was therefore combined into the legislative process governing the duty of the school institution towards its users and strengthening the rights of the latter, which is quite similar to a political will of empowerment of the individuals to cope with the school as an institution.

These transformations bring us back to the context of the so called policies of New public management. They emphasize the rights of the users, the performance(s) of the system and its efficiency, as well as point out the necessity of "being accountable". But in the French context, and it is precisely what we are going to demonstrate here, the changes have been translated into increased constraints for teachers, who are de facto dispossessed of their professional autonomy. Yet the teachers are not necessarily better equipped to support their pupils. This situation causes inherent contradictions.

We suggest we should explore these in our paper based on a quantitative and qualitative methodology aiming at measuring and understanding teachers' attrition in the French context. According to an empirical design begun in 2015, first results demonstrate that teachers need personal and professional resources to face disturbing

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educative situations, and that the probability of leaving the teaching profession is intrinsically linked with those resources about the the blues of the working teacher in the workplace today.

Jannick Demanet, Mieke Van Houtte
Socioeconomic status, deprivation and school deviance: The role of empowerment

Goal blockage – students' feeling that something is blocking them from realizing their goals – leads to school-deviant behavior. On theoretical grounds, scholars expect that lower SES-students are overrepresented among the deviant because they are most likely to experience goal blockage. Given dire consequences associated with deviance – e.g., lower grades and dropout, and criminal behavior – this could yield social inequality in society. Educational studies, however, provided mixed evidence regarding the SES-deviance relationship. Recently, criminologists showed that economic deprivation, rather than SES, is linked to delinquency. In educational research, then, it is important to assess the relative contribution of economic deprivation and SES to school-deviant behavior.

Using multilevel analyses on data of 21,108 students across 212 schools in 6 cities around the world, gathered in the school year 2013-2014, we investigate the relative contribution of SES and economic deprivation to school-deviant behavior. Moreover, we investigate the role of self-efficacy – students' appraisal about the likelihood of goal fulfilment. Lower-SES and deprived students might perceive to be worse at reaching goals, which is why they respond with school-deviant behavior – that is self-efficacy as mediator – or higher self-efficacy might buffer SES and deprivation effects on school deviance – that is self-efficacy as moderator.

Results suggest that, across cities, both SES and economic deprivation are, independently of each other, related to school-deviant behavior. First, deprivation is consistently related to school-deviant behavior, and this association is not mediated, nor moderated, by self-efficacy. Second, SES relates to school deviance as well. This association is not mediated by the self-efficacy measures, but it is moderated by academic self-efficacy. This means that students from lower SES-families are overrepresented among the deviant, be it only when they perceive to be less competent to fulfill academic goals. We conclude that empowering students at school might counterbalance the overrepresentation of lower SES-students among the deviant.

Jasper Dhoore
The gender gap in students' study involvement at the intersection with social class: a quantitative approach

Empirical research shows that in general the academic culture of boys is less study-oriented than girls' academic culture. Qualitative research suggests that these gender-specific academic cultures are related to the social class of students: the gender gap in students' study involvement is larger for students from the lower social strata. There is little research using quantitative methods that has examined boys' and girls' study involvement at the intersection with social class. The aim of this paper is to quantitatively investigate if the gender gap in study involvement varies according to the social class of students. Using data (2004-2005) from the Flemish Educational Assessment (FIEA) from 11,872 students in the third and fifth year of secondary education in a sample of 85 Flemish schools, hierarchical linear models show that in Flemish secondary education, girls are more involved with academic studying than boys. The size of this gender difference is not dependent on the social class of students. The gender gap turns out to be equal in size for all students, whatever their social class background. The results of this study do not support the notion of a gender gap in study involvement that varies according to the social class of students.

Carlo Di Chiacchio, Sabrina Greco, Emanuela E. Rinaldi
Empowerment in resilient and non-resilient students: evidence from PISA 2012

Resilience is considered as a dynamic process characterized by a positive adaptation to the context, against contextual conditions, such as family problems, serious health problems or workplace and financial stressor (Luthar, Cicchetti, 2000). In educational studies, it is usually analyzed in relations with family socio-economic and cultural background. Resilience is not a trait that people either have or do not have. It involves behaviors,

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thoughts and actions that can be learned and developed - at school or anywhere else - in anyone. Resilient students are those who, despite family background with disadvantaged conditions, can overcome implication about these obstacles and have school performances higher than what expected. Researches have studied the individual and contextual *variables* that differentiate *resilient students* from *not resilient* ones. We decided to use the concept of empowerment defined according to Spreitzer (1996) as a multidimensional one (Meaning, Competence, Self-determination and Impact) - to analyse differences between resilient and non-resilient students on their individual variables and perceived contextual ones (i.e. students-teacher relations and the perception of classroom climate). Statistical analyses were conducted on more 31.000 cases (Female 52%; Male 48%) drawn from the Italian PISA 2012 database. The sample was representative of the Italian 15-years-old population enrolled in educational institutions.

Considering only disadvantaged students, we set these hypotheses:

HP1: resilient students are more empowered than non-resilient students. Data supported the hypothesis: resilient students were found to have higher level of Meaning, Competence, Self-determination and Impact.

HP2: Resilient students live in school with in a learning environment more stimulating and welcoming than non-resilient ones. Analyses confirmed that resilients students perceived a more positive climate as for classroom management and disciplinary climate.

HP3: Perception of learning environment contributes explaining differences between resilient and non resilient students on empowerment. Data did not support this hypothesis.

Policy implications are highlighted in the final part of the paper and suggestion for educational guidelines are discussed.

Judit Durst, Zsuzsa Plainer, Bálint-Ábel Bereményi
The hidden costs of academic success. Empowerment or struggles?

In the growing literature on successful school trajectories of students with minority background, high academic achievement and school continuity have been identified as favourable conditions and useful indicators for social integration. "Normalised" schooling has often been conceptualised as an **empowering process**, in a rather uncritical manner. Only a small portion of the research has centred on a wider and more multifaceted impact of academic progress on the successful individuals and their social environment conceptualising this complex set of difficulties as the "hidden costs of upward mobility" (Cole & Omari 2003). Inspired by Fordham & Ogbu's (1996) "burden of acting white", Hurst (2010) explores the process of estrangement experienced by working class youth in an apparently insurmountable situation of *divided loyalties*. Similarly, other scholars working with Roma people (Mendi 1999, Abajo & Carrasco 2004, Durst et al. 2014, Bereményi & Carrasco 2015) analyse the ongoing struggles related to different adopted complex identity strategies (levels and forms of acculturation, class and gender identities, community engagement) and inquire into dilemmas with respect to labour-market integration, life-work balance, couple-choice practices and alternative family models. Drawing on a cross-country comparative research project (focusing on successful academic trajectories of Roma women and men in Hungary, Romania and Spain), we will argue that while schooling may enrich social and cultural capital and it may provide opportunities to exercise agency (Percy-Smith 2010), it does not necessarily conduct to real empowerment in the strict sense: it often fails to guide towards a critical understanding of one's environment (Perkins and Zimmerman 1995), as well as towards one's capacity to make effective choices and transform those choices into desired actions and outcomes (Alsop and Heinsohn 2005). Analysing the hidden costs of academic success of high-achieving Roma people we will highlight societal, community and peer pressures as well as subjective factors that pose to a question the taken for granted empowering potential of schooling.

Veronika V. Eberharter
Educational Inequality and Intergenerational Social Mobility – Empirical Evidence from Selected Countries

From the socio-political point of view the increasing social and economic inequalities in many industrialized countries in the last decades direct attention to the extent to which these inequalities are transmitted across generations. The research on intergenerational economic and social mobility focuses on the relationship between social and economic origin and destination and sets out to explain the fact, that the children´s

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educational attainment and economic and social progressing are correlated with that of their parents. The structural hypothesis of intergenerational mobility adopts the logic of the neoclassical human capital approach to explain the correlation of economic and social status across generations and to identify the determinants of the intergenerational transmission processes. A crucial fact is the ability of parents to influence their children's human capital development and their occupational choice, and their economic and social status. Among the endowment conditions parental education, employment behavior, occupational choice, and family role models are of importance (Becker 1964, Mincer 1974, Atkinson et. al. 1983, Becker and Tomes 1986, Solon 1999, Corcoran 2001, Chadwick and Solon 2002, Hertz 2004, Blanden et al. 2005, Hertz 2008, Corak 2013).

The paper aims to analyze the channels underpinning intergenerational educational dynamics and to evaluate the inequalities that arise from the intergenerational transmission of low income, social isolation, personality traits, and family background characteristics in selected countries with different welfare state regimes and educational systems. Based on longitudinal data providing nationally representative socioeconomic data of individuals and households the analysis focuses on the situation of women and men living with their parents at the age of 10-18 years and living in their own household as adults. We test the hypotheses, that limited parental resources during childhood as low education, non-employment, welfare dependency, or instable family structures dampen the intergenerational payoffs of education, and boost the intergenerational persistence of social disadvantages. We employ linear and non-linear regression approaches as well as multinomial logit approaches to analyze the 2 determinants of intergenerational economic and social mobility. The explanatory variables contain a set of human capital variables and family background characteristics.

The paper is organized in four sections. Section one discusses the related literature of the concepts of intergenerational income and social mobility. Section two reports the data base and the methodological issues. In section three the empirical results are presented. Section four concludes with a summary of findings and outlines the implications for economic and social policy to prevent the intergenerational transmission of economic and social disadvantages.

Ines Elezović
Civic and citizenship education as a tool of empowerment: students' experiences and attitudes on a safe and orderly school environment

Civic and Citizenship Education (CEE) was introduced as an experimental program in Croatia several times in different modes of implementation. Each time extensive program evaluation was conducted (Program evaluation was conducted by the NCEEE = National Centre for External Evaluation of Education - in Croatian, NCVVO = Nacionalni centar za vanjsko vredovanje obrazovanja). These processes were also characterized by a significant public interest and expressions of polarized views regarding the CEE curricula. At the moment, and also for the upcoming reform of the national education system, CEE is proscribed to be inter-curricular subject along with six other broad areas (Learn how to Learn, Entrepreneurship, Personal and Social Development, Health, Sustainable Development and ICT).

The aim of this study was to explore 8th grade elementary students' experiences and attitudes regarding the CEE implementation in two consecutive school years. The main dependent variable was elementary school students' perception of school environment in terms of safely and orderly atmosphere in their classes and in the school in general. Another focus of school environment assessment was on interpersonal relations i.e. students' and teacher's interactions. At the end of both evaluation periods CEE was perceived as a successful tool of empowerment for individuals and groups (classes). Different teaching and learning methods that included research, team work, project presentation, debates and role-playing in the classroom created environment for multi-dimensional competences development both for students and teachers.

The implications for educational policy planning in the light of investigated CEE effects are discussed.

Alison Fixsen
Feeling our way: An investigation of university staff experiences of participation in learning and development programmes of the 'soft skills' variety

Background: Personal and interpersonal skills and competences are now considered important for career progression and individual and organisational "wellbeing," yet qualitative research into these skills in education

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is lacking (Mitchell *et al.*, 2010). Few studies have investigated the experiences of staff participating in Learning and Development Programmes (LDPs) in universities, or individual and group emotion work taking place.

Study aim: To investigate the experiences, perceptions and feelings of staff members from across the university who participated in LDPs, and through this to gain insight into the *particular nature and function* of LDPs and the "inner emotional life" of the organisation.

Method: An "insider" ethnographic methodology was conducted over a period of eighteen months. Fieldwork included autoethnography, observation, stakeholder discussions and 24 semi-structured interviews with participants from a cross section of work sectors.

Findings and discussion: As "social worlds", LDPs are relatively discreet and emotionally liberal arenas, with distinct theatrical qualities. These features encourage participants to "shed" their everyday work identities, forge new relationships and reflexively engage in different kinds of "interaction ritual." Performing with others (such as in role-play) was challenging, fun and inspiring, while practicing practical and "feeling" skills developed individual and group emotional competences (GECs) to be applied in a "real world" context. Learning experiences varied but significant moments and experiences led to shifts in perception, including increased self- confidence and self worth.

Conclusion: LDPs act as an important interface between the inner emotional life and the performance goals of the institution. Data confirmed their potential to mitigate staff isolation, propel personal and group competences, and generate positive "emotional energy", however their relevance to academic staff was unclear in terms of aiding career progression. Ways to increase their impact include embedding the "best" practices of LDPs within everyday organisational activities and making soft skills training accessible to all.

Andreea Gheba
Choosing the right school in Romania: parents' perspective

According to the Romanian National Education Law (NEL) parents have the possibility to enroll their children in a private school or in the public school where they are assigned based on their residency. Thereby, parents (especially those economically disadvantaged) don't have the opportunity to choose the school they consider appropriate for their child`s needs and capabilities. In these circumstances, the parents who want to enroll their children in an urban public school (in which they legally don't have access to) develop different strategies, more or less legal, in order to obtain a place in the desired school. This paper aims to examine, from a school choice perspective, the parent's point of view regarding the proper mechanisms and programs to assign pupils in schools. In the first part of the paper I discus about the school choice theory as an instrument for the pursuit of educational equity and empowerment for parents. Then, using a qualitative approaches, I analyze the opinions of parents from Bucharest (with different economic and social background) about the current enrollment system and its implications for their children education. The second part of the research focus on the parents' belief concerning the type of school choice policies that can be introduced in Romania.

Davide Girardi, Letizia Bertazzon
Foreign youths' school-to work transition: structural inequalities and empowerment

This paper aims to investigate the social mobility of foreign youths resident in Veneto, using the information available in two databases. The first one (Silv) focuses on employed and unemployed people, while the second (Ars) focuses on students. Firstly the analysis provides interesting findings on the empowerment of foreign youths. Such individuals currently face a progressive lack of structural conditions which in the past enabled former migrants to be employed within Veneto's labour-based growing economy and, at large, in Italy. Furthermore the study allows the implementation of the research on educational processes, which shows the inequalities affecting foreign youths and the risk of replicating such inequalities in the school-to work transition. After linking Silv and Ars, a cohort of foreign youths 20-25 years old is compared to a cohort of Italians matched by age. The results strengthen the available evidence on the structural differences between Italians and foreign youths in terms of educational trajectories and pattern of school-to work transition. Furthermore, the analysis shows interesting findings on the variables fostering the empowerment of foreign youths and some insights about the potential improvement of their mobility process.

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Elena Gremigni
Lights and shadows on CLIL methodology: the case of Italy

CLIL (Content and Language Integrated Learning) is a methodology that integrates the learning of content and non-native language in order to improve students' skills and promote European cohesion through language learning opportunities.

According to Do Coyle - who developed the "CLIL's 4 'Cs'" conceptual framework (Coyle 1999) -, CLIL teachers should aim at empowering learners by strengthening Content, Communication, Cognition and Culture. Moreover, they should overcome traditional teaching methods, by opting for the "5Es" model (Engagement, Exploration, Explanation, Elaboration, Evaluation), based on a constructivist perspective concerning learning that follows a very active approach, stimulating students to research, analyse, interpret, discuss and produce in a cooperative way. As a consequence, CLIL lessons foster the Task Based Learning (TBL) and the Engage Study Activate (ESA), which imply less time devoted to lectures and more group activities based on active learning, interaction, cooperative learning, and "Flipped classroom" methodology (Bergmann and Sams 2012; Plunkett and Beckerman 2014; Maglione and Biscaro 2014).

Although CLIL is spreading more and more across Europe (EURYDICE 2012), in Italy this methodology is not **so** widespread yet. Since CLIL was first introduced (DPR 15 March 2010, n. 89), only two cycles of methodological courses and one cycle of language courses have been activated (the second cycle will be held in 2016). On the one hand, only few of the teachers who would like to be trained can access the courses, because the Ministry of Education, Universities and Research does not invest enough funds in teacher training. On the other hand, in order to attend the methodological courses, the Ministry requires teachers to have only a B2 level certificate issued by a language service provider, instead of an international B2 level certificate referring to *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR). Moreover, the Regional School Departments do not use clear and objective criteria in order to operate selections and, as a consequence, many teachers who attended the methodological courses failed the C1 level language examination which is required to become CLIL teachers.

In conclusion, students' empowerment through the strengthening of CLIL education in Italy could be achieved if the Ministry of Education, Universities and Research invested more funds in teachers' high-level training. However, this problem should not overshadow the principal issue related to CLIL methodology, namely the supremacy of English**,** which is outshining many other languages, including Italian.

Dinah Gross
'That's interesting, but it's not for me': Gender normativity, occupational interests and aspirations

Empowering individuals, helping them to believe they can make their life ambitions come true, is an essential mission of formal education. One of the outcomes that can be expected from education is the provision of psychological and social resources that allow for the widest possible career choice. However, when expressing their occupational aspirations, teenagers still often self-select toward career tracks that are deemed appropriate to their gender, relinquishing other ambitions that may have appealed to them more. In particular, despite public policies aiming at encouraging girls in MINT professions, we still find low proportions of girls actually aspiring to this kind of occupation.

In my contribution, I wish to examine from a gender perspective the differentiated judgements that teenagers issue about career-tracks that they find interesting, that they can imagine themselves completing, and that they aspire to. In particular, I shall examine the case in which girls find a (typically masculine) career track, such as engineering, interesting, but find it difficult to imagine themselves following it, and therefore do not aspire to it. The parallel, although less frequent, case of boys renouncing a typically female career path they find attractive will also be considered. The role that stereotypical views of gender roles and relations play in this process will also be examined. The aim of my analyses is to understand which groups are particularly at risk of relinquishing desired career-tracks through the social pressure of gender normativity.

This research is based on quantitative analyses performed on the data issued from the 2011 study led by Dominique Joye and team in the framework of the Swiss National Science Foundation Research Programme 60 on Gender Equality.

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Achala Gupta
Education as a tool for empowerment. A case of slum-dwelling women in India

Empowerment—taking ownership of ones actions and decisions—rely on accumulating and processing of the information in everydayness. Basic skills of education, i.e. reading, writing and arithmetic assists in everyday struggle of survival and problem solving, and therefore appears inextricably linked to the processes of empowerment. In spite of the unprecedented rise in the number of schools, a large proportion of the underprivileged population remains hard-to-reach from government and non-governmental intervention of making the educational resources available as well as accessible to the disadvantaged groups in India. One such group are women living in precarious slum-like conditions in urban spaces.
Drawing on my fieldwork engagement from December 2014 to December 2015 with a society-run organisation, working on providing education to slum dwelling girls and women at Dehradun city in northern India, this paper engages with the aspects of aspiration of empowerment in the context of increasingly globalised belief of empowerment and its relationship with education. I attempt to contextualise the perceived and experienced notion of the relationship between empowerment and education among the slum-dwelling women in an urban space in India.
The paper is organised into four sections. The first section discusses the emerging trends in understanding relational aspects of education and empowerment in general and how it is played out particularly in the Indian context. The second section describes the fieldwork--the site, profiling of participants, methods and methodological approaches to conducting the fieldwork. The third section attempts to understand participants' perception and experience with education, and how those elements translate into the feeling of empowerment—exemplified through sustainability of the organisation in the area. The final section returns to the prevalent theoretical conceptualising of the relationship between empowerment and education and suggests how differently and similarly it was constructed into the lives of the participants of this research.

Jan Germen Janmaat
Educational segregation and political engagement among upper secondary students

Segregated schools are widely believed to have negative social consequences. Not only are they thought to enhance inequalities of achievement, they are also blamed for not preparing young people properly for participating in democratic politics later in life. This paper examines how the ethnic and social composition of classrooms is related to intentions to participate in politics among adolescents in order to ascertain the role that segregation plays in the political socialization of young people. Six arguments are identified in the literature making different claims about the link between the ethnic and social composition of schools and political engagement. The explanatory power of these arguments is explored by analysing survey data of four countries who participated in the 2000 Civic Education Study among Upper Secondary Students. The findings broadly support the argument that social segregation leads to greater disparities in political engagement across schools and across social groups. However, this relationship appeared to be confined to well-established western states, casting doubt on the applicability of the argument for other countries. Contextual features relating to history, culture and demography are likely to influence the effect of school composition on engagement, limiting the scope of the regularities found.

Evaggelia Kalerante, Lela Gogou
Research on Senior High School students' viewpoints about the form and content of the educational model

The present paper is concerned with a range of interpretations given by Senior High School students about the educational system. Within an unstable socio-political setting, the prominence of complex processes in the educational setting was pursued by the previous research, emphasizing meanings and interpretations provided by the subjects themselves.

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Their approaches about the educational system were integrated into the pluralistic schema of competitive and contrasting discourse which is conceptualized in the educational environment. Semi-structured interviews were carried out and questionnaires corresponding to investigating the educational reality were distributed. The emergence of combinatory issues was pursued through emphasizing the juvenile culture and the corresponding re-organized order of discourse which correlates education with the socio-political subject and the choice of personal and professional goals.

Students' personal approaches, as hybrid discourse, composed accumulatively interpretations about the educational system with a simultaneous analysis of educational practices within a convergence of different educational dimensions. The need for a different form of education based on defining interventions about the meaning of education in a dialectical relation with the political subjects-students' requirements is unfold. This happens along with the co-articulation of different elements through the educational system deconstruction phases.

The present research points at the necessity of a rescheduled educational system while humanistic values are taken into consideration since they are related to democracy and humanism in political terms. Within an economic crisis and uncertainty period, students underpin the need for an education that could be centered round their personal needs and interests as well as their demand to live and create in a democratic society. The prominent economic paradigm and one-side function of education as a mechanism of preparation or a pre-stage to labor market is believed to cancel the policy of their rights.

Vasiliki Kantzara
Empowering and Disempowering as Processes of Education Management: Understanding the Recent Educational Interventions in Greece

In contemporary western societies, the vast majority of the young population studies in one form of education or another. Historically, however educational attainment was reserved for a minority of people and has been associated with labour and/or obtaining a public office. At the same time, acquiring specialised knowledge and skills through education denotes individual achievement and till today it is granted a high social status.

Currently, the expansion of education and the numerous study possibilities for the whole population are linked to empowerment both for individuals and societies as a whole. Education is been perceived as the institution par excellence for facilitating labour prospects for individuals, while raising the cultural level of society and increasing its economic development and prosperity. On the latter, critique is growing as the great emphasis given on economy means that education is losing ground from its emancipatory ideals and visions of promoting a more fair or better world.

In Greece, during the last six years, the ongoing crisis led to numerous educational interventions that changed models of management and control in education, especially at tertiary level. The questions I shall attempt to answer in the proposed paper are: *How to make sense of the educational interventions?*

The analysis of the recent educational interventions draws among other on a Weberian perspective, according to which education is linked to power relations and the structure of social domination. It is interesting to see the imperceptive way relations of power alter in Greece that among other imply a disempowering process set in motion that formally has an effect both on students and academic staff.

Ieva Karklina, Inese Supule, Mikelis Grivins
Empowered School is the Cornerstone for Empowered Rural Municipality: True or False?!

The number of Latvian population constantly decreases due to low birth rates, relatively high mortality trends and extensive emigration, besides, national mobility from countryside to capital city is widespread. Population density in rural areas declines, accordingly – declines the number of students in rural secondary schools, more than one third of all schools in Latvia had up to 100 pupils.

Optimizing of school system in Latvia is an actual issue, especially among the most depopulated areas – rural regions, including small villages and towns. Taking into account depopulation trends, policy experts suggest to implement the so-called "smart shrinking" approach – to seek solutions to reduce infrastructure maintenance costs and develop innovative approaches for service delivery, including cooperation between local authorities as well as with the private sector.

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The aim of the research is to explore and compare different models of education governance to evaluate impact of schools as multifunctional centers on the empowerment of local municipality to provide not only education needs for children, but to strengthen stakeholders to solve the needs of communities in shrinking rural areas.
Mission of school as multifunctional center is by usage of resources available at schools and by establishment of strong cooperation "triangle" between schools, their representative associations and local authorities, to implement activities which give an opportunity to improve well-being of community residents and encourage them to initiate further social activities and improvement of their quality of life by themselves.
Our empirical analysis is based on original qualitative and quantitative data collected by the project in Latvia and Norway. The Web survey reach two groups of major stakeholders: representatives of municipalities in rural areas and administrators of small rural schools. Information from twelve Case studies will provide additional information gathered from teachers.
The study is conducted with the support of funding from the EEA / Norwegian Financial Mechanism 2009-2014 under Project Contract n° NFI/R/2014/014.

Daithí Kearney, Sandy Sneddon
The Classroom as a Space to Make Voices Heard

Adults with intellectual disability often find themselves excluded from higher education opportunities, spaces and settings. They are disempowered and prevented from experiencing the transformative powers of continuing education that can help them transform the society they live in. There are different ways in which external groups can be brought into the classroom and integrated into the educational environment through which they can experience meaningful experiences and create spaces for expression. This paper focuses on a music education project in which students on a music degree programme collaborated with a local resource centre for adults with intellectual disabilities. The project was developed from specific ideas and goals articulated by the participants themselves, empowering them with the tools to take ownership of their own education. The climax of the project was a concert of songs written by adults with intellectual disabilities and performed by music students with the songwriters. This paper considers not only the event but also the process through which the collaboration was developed and the legacy for those involved.
Research for this paper draws upon contributions from students and reflection by facilitators. A critical facet of the project that comes through in the reflections is the democratic nature of the learning space. Facilitated by a lecturer and a co-ordinator from the care centre, participants had a prominent role in decision making and shaping the project. People with different skills could take on particular roles and there was an acknowledgement of the importance of everybody contributing in order for the project to be a success. From an educator's perspective, the attendance rates and punctuality of all of the participants highlighted the level of buy-in from all involved. Every student response highlighted the individuality of the learning experience, the achievements and contributions, and the value of the project to their lives.

Agata Komendant-Brodowska, Anna Baczko-Dombi, Tomasz Zając
How far is too far - how local policies shape the educational landscape in Poland and how it affects educational choices

In theory, in Poland people have a choice when it comes to deciding whether their child will attend preschool or which type of secondary school to choose. But is it still a choice if there is only one option available? We will analyse the educational decisions of parents of children up to 15 years and how they are affected by the characteristics of their place of residence. We will present the results of analyses on educational inequalities associated with the place of residence, observed in Poland. The presented results are based on a nationwide panel survey "Determinants of Educational Decisions – Household Panel Study", conducted in 2013 and 2014 in over 20 thousand households (almost 60 thousand people took part in the study).
We will first briefly describe how local educational opportunities are being shaped by public policies. Then we will discuss the diversity of learning opportunities for children aged up to 15 years depending on the type of the place of residence. In sociology of education it is repeatedly being argued that educational inequalities at the early stages of education are most important for shaping further educational and thus occupational paths. We will show how institutional conditions, i.e. the availability of educational institutions, influence the decisions

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taken at the individual level, e.g. the choice of a type of school or decisions concerning attending or not attending preschool. Although different factors, such as financial and cultural capital of the parents, play a role in the decision making process, we argue that what determines the range of options considered by the parents is to large extent the place of residence. And in fact, many people, especially in rural areas, do not have any choice at all.

Daniel Kontowski
The right not to choose: (neo)-liberal education in Eastern Europe

In the early days after the collapse of the Soviet Union, Eastern European countries have developed small-scale initiatives at higher education level that tried to "Americanize" the system by the promise of greater liberty for the students and faculty alike (Axer 1997; Dahrendorf 2000; Gillespie 2001; Godwin 2013; Harward 2007; Wróblewski 2015). The revolutionary concept of making students more of a subjects than objects of educational process was not very well received internally (Becker, Kortunov, and Fedchin 2012; Ivanova and Sokolov 2015; Sucharski 2013), but received some level of international attention (Cohen 2000; Redden 2009; Woodard 2002) that to some extent predates analogical developments in the Western Countries (Netherlands, Germany, the UK and others) (European Colleges of Liberal Arts and Sciences n.d.; Norgaard and Hajnal 2014; Tak and Oomen 2012; Tubbs 2015; van der Wende 2013). Those selective, interdisciplinary, choice-based undergraduate curricula have been jointly labelled "liberal education" or "liberal arts and sciences" (van der Wende 2011), as they allow to postpone specialization.
The social context of Eastern Europe is however different, as was the role of liberal education in empowering students in the institution and upon graduation. Giving students the tools for making their own choices in curricula was pedagogical revolution (Axer and Bikont 2000; Detweiler and Axer 2012). Supporters of liberal education in Eastern Europe are often at odds with the current neo-liberal reforms in higher education, playing along the lines of critical rather than rational individual (Godwin 2015); in Poland, this led to some student initiatives opposing such policies. Development of liberal education coincided with massification of the system, becoming a kind of an elite branch at university level, further reproducing social inequalities (Kontowski 2016).
In my presentation, I would like to shed some light on the above dimensions of liberal education-empowerment relation in the context of Eastern Europe: I base my conclusions on over 30 semi-structured interviews conducted with faculty members and senior administration in relevant institutions in Russia and Poland, as well as other relevant public data from Ukraine and the Baltic countries.

Rosangela Lodigiani, Mariagrazia Santagati
Neet Empowerment through Work Socialization. An analysis of the Educational dimension of Youth Guarantee

The long-lasting European economic crisis has worsened the already difficult school-work transition of new generations. In the Southern European countries, young people often experience a sort of break in the path towards job roles and adult life, as the increasing number of NEETs in the EU witnesses. Even the idea of work socialization weakens and the youngsters tend to be left alone in managing their own life career between education and work, family and personal project, loading up on their shoulders the burden of their "auto-socialization". At the same time, educational and employment policies, aiming at promoting youth activation and employability, do not seem capable to grasp both the structural inequalities affecting the education and work fields, linked to gender, age, ethnicity, status, health, human capital, etc.
Drawing from this framework, the paper focuses on the Youth Guarantee Programme (YG), that can be considered as the main European strategy for NEETs' activation and employment trough a good-quality offer of job and/or education. The paper aims at investigating to which extent YG promotes youth empowerment together with employability, especially through measures featured by an educational content ("continued education", "traineeship", etc.), trying to identify different models of implementation in the European countries. Basing on a desk (official data and documents) and field analysis (explorative research on key-informants engaged in YG) carried out in some countries of Southern Europe (Italy and Spain), the scope is to analyse both the importance given to "educational measures" in the programme implementation and their actual effectiveness in empowering NEETs.

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According to our hypothesis, those measures could play a central role for individual and professional empowerment, when they acknowledge that the educational dimension they incorporate represents the keystone of work socialization, as intended in the classical theoretical meaning. In so doing work socialization accomplishes a real empowering ("capacitating") function, promoting youth social and labour participation, taking into account both individual responsibilities and capacities, and the socio-economic and institutional context role in shaping life chances.

Francesco Marcaletti, Tatiana Iñiguez Berrozpe, Kleio Koutra
Including Mature Adults in Education as a Strategy for Empowerment: The Role of Motivation

According to Freire's classic theories (1970), education is the main vehicle for empowering adult people. However, regarding Mature Adults (MAs) (over 50 years old) age has been identified in various studies as a significant barrier for accessing to educational activities, either from an external (exogenous) perspective, because of structural and institutional constraints and stereotypes that society holds about them (less trainability, no flexibility, etc.), or internal (endogenous), as the negative perception that MAs have on their own learning abilities and on the poor usability of acquired knowledge. Therefore, MAs are a group traditionally at risk of exclusion or self-exclusion from the learning practices. Since the participation of MAs in educational activities is mostly voluntary, part of the scientific literature focused on identifying the motivational aspects that encourage adults to undertake learning activities. Drawn from GRUNDTVIG project (round 2014-2015), *Innovations in Mature Adult Learning (IMAL)*, this paper focuses on the analysis of MAs motivations in their access to education and training in six European countries: Denmark, Italy, Greece, Spain, Poland, and Turkey. The goal was achieved through a broad exploratory survey, based on the administration of a questionnaire, designed and translated in seven languages, in the six partner countries, and achieving a total – not representative – sample of 1,066 respondents (snowball sampling). A K-Means cluster analysis based on 16 homogeneous variables concerning different factors related to "Needs", "Opportunities", and "Motivation" to learn – i.e. the ones which demonstrated to be more explanatory – has been run on n. = 846 valid cases. According to the analysis, four clusters describing distinctive behaviors and attitudes of MAs towards learning activities were identified: "Filling the gaps"; "Completing the picture/Widening own horizons"; "Pragmatically recovering"; "Life-long learning oriented". The study confirms that motivations to learn of MAs are strictly related with their social conditions and their life-course stage. Furthermore, analyzing the main motivations factors for MAs learners can be useful to adapt educational offer to their specific needs, boosting a more inclusive learning, and promoting the empowerment of this group of population.

Giuseppe Masullo, Emiliana Mangone
Social inequalities and foreign children. 'Special Educational Needs': a tool for empowerment or for exclusion?

As the European Commission repeatedly declared, educational processes play a strategic role in the development of countries and peoples. For this reason, thoughts on education means taking into consideration the link between education and social reality that includes all the dimensions constituting the society itself. In a complex scenario with various intertwined issues, those relevant in the context of educational processes are multiple. In our considerations on the transformation of the relationship between education and society we must mention one in particular: inter-cultural education and fairness of opportunities.
The cultural considerations on educational processes and training systems first involved in the integration of migrants are focused precisely on the cultural issues, because through the latter are created the conditions so that everyone can have an equal probability of choosing his or her own life plan and life chances. In this regard, the Italian legislation intervened introducing the concept of Special Educational Need (in Italian: *Bisogno Educativo Speciale*) in order to ensure the best chance of equity and inclusion. Among those identified by the legal framework as potentially in need of "special" care and attention are foreign children. In this paper, on the one hand we want to analyse – and, wherever possible, assess – whether this legal instrument can ensure and promote new opportunities for equity and inclusion for foreign minors, taking into account the heterogeneity of the conditions and paths of individuals, or if, on the contrary, its application may lead to new attempts at

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"stigmatisation" and "essentialisation" of ethnic identity. On the other hand, once overcome the linguistic gap which will inevitably arise for some children, we intend to analyse what are, in addition, the conditions for which, for teachers, otherness becomes a "problem" and / or leads to the activation of "special" paths for foreign children.

Vera Messing

The disempowering role of ethno-social segregation in education for Roma youth. The case of three Central-East Europe countries

This paper considers education not only as an institution of inclusion but as an important terrain of the individual's social and political empowerment and a tool of challenging social hierarchies. The concept of empowerment, which emerged several decades ago in the context of feminism and later in the framework of minorities' political participation, has been used in many different ways and hence, incorporates a lot of ambiguities (Woodall et all 2012). Still it is very useful to the study of the role of education in social inclusion. On an individual level, empowerment signifies giving people the tools to take ownership of their education and later career. This paper aims to scrutinize how various forms of ethno-social segregation disempower Roma youth. The paper draws on Czech, Hungarian and Slovak data of a 9 country comparative European research titled EDUMIGROM (Ethnic differences in education and diverging paths for ethnic minority youth in an enlarged Europe" was an FP7 funded research lead by Júlia Szalai and Viola Zentai at the Center for Policy Studies, CEU between 2008 and 2011. The author was a member of the coordinating team at CPS, CEU. www.edumigrom.eu). The empirical research consisted of a survey among adolescent youth as well as an in-depth qualitative investigation among students, teachers and parents. The paper departs from the claim that various factors triggering ethno-social segregation in education may result in very different patterns and constellations of separating Roma and non-Roma peers. The contribution of the proposed paper to the scholarly literature is to show that not only the existence of segregation but its patterns as well as motives behind directing Roma students into separate schools and classes have a significant impact on present experiences and future prospects and chances to act as empowered youth.

Inta Mieriņa, Ilze Koroļeva, Inese Šūpule

Ensuring quality and access to education in municipalities with declining population: a comparative study of Norway and Latvia

Population decline in rural areas is a problem faced by many countries in Europe. In these circumstances, schools and municipalities struggle to find solutions that would be financially feasible but not limit childrens' access to education or the quality of education. This paper builds on comparative study of rural schools in Latvia and Norway. A Web-survey conducted as part of this study reveals the opinions of the representatives of municipalities in rural areas and the administrators of small rural schools as regards to: patterns of collaboration between municipalities and schools, financing of schools, reasons and consequences from closing schools, the role of schools in the local community, and other questions. An innovative approach applied in some municipalities in Latvia is the transformation of schools into multifunctional centres for community, requiring a much more active role of the school, thus, we explore in more detail the effectiveness and outcomes of this approach. The research design allows to reveal whether there is a consensus in how municipalities and school administration see the future of rural schools, where the differences lie and how can the cooperation be improved. The experience of rural schools in Latvia and Norway sheds light on the different approaches to governance of education in rural areas in the conditions of rural depopulation, as well as their effectiveness, illustrating how schools themselves could play a larger role in ensuring the funding necessary for the functioning of the school and managing the necessary reforms.

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Daniele Morciano, Caterina Balenzano, Vittoria Jacobone, Fausta Scardigno, Giuseppe Moro
Lasting youth empowerment processes via short-term informal learning experiences

Supporting youth-led projects is a form of youth empowerment action rooted in the tradition of youth policies of the Council of Europe as well as the European Commission. Since the vision of the *European Charter on the Participation of Young People in Local and Regional Life* was launched in 1992, youth workers and public actors have been charged with guiding the young in the development and implementation of projects in various fields such as social volunteering, creative practice, sport, inter-cultural dialogue, learning of career-related skills and the start-up of new businesses or associations.

In Italy, a new course of action going beyond a traditional reparative approach began in 2006 with the launch of the *Accordi di Programma Quadro (APQ)*. However, youth projects supported by these programmes would soon face drastic public funding cuts together with a lack of national or regional support.

This presentation aims to discuss the results of an ex-post evaluation research programme of the one-year youth projects supported by *Principi Attivi*, an action included in the *APQ Bollenti Spiriti* of the Puglia Region. Oriented by a theoretical framework of empowerment based on the integration between the concept of *psychological empowerment* (Zimmerman, 1995), the sociological approach of *reflexivity* (Archer, 2016) and *agentic power* (Colombo, 2011), two subsequent studies were carried out in 2015, three years subsequent to the conclusion of the funded youth projects, namely an ex-post survey involving funded projects (N=136, 72% of total) and non-funded projects (N=214, 30.6% of total) together with 19 case studies of funded projects.

Research results have contributed to a discussion of the following research assumption: despite the increasing lack of public support received following their conclusion, funded youth projects were an informal learning experience for young people effecting various empowerment domains with a specific focus on the development of capabilities and strategies for the continuity of the projects subsequent to their formal completion (*self-sustainability*).

Mary O' Donoghue
How differently is 'empowerment' embedded in the practices of social actors in education?

"Empowerment" presents us as educational sociologists with a range of complex issues. As a concept, an ideal, a priority it is to be welcomed and debated. However, simplistic notions of empowerment, or empowerment used as a form of sloganeering in educational discourse do little to facilitate a shift in the reality of school as sites of reproduction.

Policy discourses locate schools as pivotal in building more equitable societies. A considerable body of wide ranging literature also recognises that schools are not unique vacuums but reflect, contain and reify the global realities that facilitate and perpetuate inequitable social relations. In order to truly appreciate the possibility of a role for empowerment in the life of schools we need to closely contextualise and think about the real every day practices of students and families as they go about the business of doing school. Class or location in social space linked to the capitals available in the home is profoundly significant here.

This paper drawing on a body of existing data explores the daily practices of working class mothers who go about the business of schooling and of keeping their children in school. In this paper I attempt to chart the economic realities of working class mothers negotiating and managing schooling for their children. The aim here is to closely how practical courses of action in daily life correspond and are appropriate to economic conditions. Much of our theorising around empowerment takes place in planes of conceptualisation that does not facilitate an engagement with how the realities of family daily life are about the purse and complex management strategies and not about choice, self-determination or self-activation.

Maria Giovanna Onorati
Mobility in education as an empowerment strategy for global-ready and intercultural student profiles. A longitudinal study on international Lifelong Learning Programs

The paper presents a longitudinal study on the development of intercultural competences in students involved in international programs of education promoted by European Commission, namely two LLP Intensive Programs (IPs). The data shows to what extent, according to EAHE priorities (EHEA Ministerial Conference, 2012), an

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educational model based on mobility abroad may facilitate a process of empowerment in terms of employability on the globalized market by fostering the acquisition of intercultural competence and soft skils in student profiles able to cope with the problems emerging in the global society. In particular, the study shows that, if on the one hand substantive experience abroad is positively correlated with global competence and intercultural sensitivity (Olson and Kroeger, 2001), on the other hand it also provides evidence that travelling abroad and increasing contact with people of diverse cultures does not automatically result in better understanding and communication (Halse,1999). Data shows that mobility's impact on the process of intercultural competence development is neither exclusive, nor direct, but rather mediated by factors typically entailed by an experience of mobility abroad, namely building a bridging sociality, using Web 2.0 with its flexible modes of communication and sociability, appraising informal learning and experience in competency development.

The starting point is a study conducted over a six-year time-span on 196 international students who attended two consecutive lifelong learning Intensive Programs involving eleven Universities from eight European Countries. The two IPs set up an innovative interdisciplinary learning model aimed at developing intercultural competences in undergraduate students attending different degree courses. The study, based on self-evaluative questionnaires submitted to the participants at the end of each edition, worked out a pattern of indicators accounting for the main factors involved in the holistic process of intercultural competence development (Dignes, 1983; Deardorff 2004; Bennett, 2013), which prove to be inextricably associated with the enhancement of social attitudes, such as developing a bridging sociability, appreciating Web 2.0, attaching value to informal and experiential learning, typical of mobile people coping with the challenges of a global world.

Mauro Palumbo, Valeria Pandolfini
Fostering teachers' empowerment to improve the school: some theoretical and methodological considerations

One of the main dissatisfaction factors of teachers' job refers to their scarce involvement in many of the decisions regarding their work, reducing motivation and commitment to the workplace, as well as their sense of efficacy, success and self-worth. To explore the growing complexity of educational contexts and processes, many educational scholars recognize the importance to actively involve teachers; this seems the best way to introduce shared improvement changes in educational practices and processes, positively impacting teachers' empowerment capabilities.

The paper focuses on teachers' empowerment opportunities in the Italian context, discussing theoretical and methodological issues. It presents the main evidence emerged from a mixed-method research on the Italian VALeS (Evaluation and School Development) project, involving about 300 primary and secondary schools and aiming to develop a model of school evaluation and improvement according to the National Evaluation System (SNV). SNV represents an important change in the Italian educational policies, introducing different modalities to verify the performance of schools and to activate improvement processes. The system aims to promote an active and dynamic role of teachers since in each school they have to work in team in order to reflect on evaluation data (Self-Evaluation Report), to define the school's improvement goals (Improvement Plan), as well as to design and implement improvement activities to pursue such objectives.

The contribution explores the teachers' role in the system's implementation: does SNV promote the empowerment of the involved teachers, allowing them to acquire new knowledge and competences, as well as more autonomy in decisions affecting their work, or not? Moreover, it discusses the efficacy of the adopted action-research and participatory evaluation methods, to verify which kind of empowerment and learning (individual and organizational) has been promoted through teachers' active involvement in the research, providing some policy recommendations to improve the SNV.

Eszter Rády, Márta Miklósi
Educating the employee abilities of prisoners

Changes of labour market and permanent stand-off from the work make endeavor to reintegration of employees harder.

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The most common mentioned states for being inactive are changed work-ability and/or stand-off from work as mattenity-leave and imprisonment. For permanent inactive or obstructed person the labour-market is one of the locale for social integration.

One part of rehabilitation before releasing is the employment rehabilitation which concerns life-leading abilities and it has practical role in realizing endeavor to reintegration of prisoners. The aims of the preparation that concerns personal and social behaviors are a multi level support in integrating prisoners, develop individual and social competencies that are needed for autonomy and strengthen active taking part in employment. A separated point is another participant of the employment rehabilitation: preparing employers and organizing to support social environment.

As a part of the reintegrating procedure the first steps are surveying labour market and discovering the problem. The mentor conduct the survey and together with the prisoner they make rehabilitation plan. With the help of this rehabilitation plan the rehabilitation procedure is carried out individually allocated timing. As a part of employment preparation there are possibilities to prepare individually and grouped. Individual development-education methods are the psychological survey, profession- and employment consultancy, life-leading consultancy, mental health training, family therapy and fellow-sufferer help. The applied methods of the grouped developing and education are trainings which are good opportunities to functional development in special, restricted institutions also. This model supports preparing employers also. Individual technique is to survey what employers require of the prisoners. Grouped technique is psychoeducation and training targeted on making people sensitive against prisoners, job-fair organized into restricted institutions, or employers' forums. Employment rehabilitation has major role in developing work skills, life-leading and autonomy of prisoners.

Eszter Rády, Márta Miklósi
Training and teaching in penitentiary facilities

Our conference lecture deals with how educators teaching in prisons can be prepared for situations they are likely to encounter during their everyday work in a penitentiary facility. Being a prison educator poses the difficult task to adapt to the environment and subculture of a given institution, to learn about the peculiarities of the inmates, and to adjust one's work to these challenges.

We strive to synthesize the knowledge obtained in the realm of criminal andragogy in a new approach to help the work of educators teaching in prisons. We have compiled what information should be conveyed to improve the efficiency of education carried out by educators teaching in prisons. These are the following: environment of the prison, guidelines of didactics, the peculiarities of the inmates, basic rules in connection with the operation of the prison.

To achieve that the profession of teachers and educators become of high standard it is necessary for experts to take part in trainings where they can obtain the methods that will help them develop social skills and practices facilitating the efficiency of learning, with special emphasis on the areas of mental hygiene, personality development and organizing communities.

Employees working in correctional facilities, thus educators teaching in prisons have to be managed, which means support, patronage, and helpful guidance. It would be effective if the level of self-esteem, empathic skills, and self-assurance of the teachers and the staff could be developed. This could be achieved through organizing personality development trainings. Moreover, psychologists could equip the staff and the teachers with coping techniques to prepare them for dealing with potential tensions, thus lowering the danger of burnout.

Mimar Ramis-Salas, Carmen Elboj
Social impact of research: scientific results that transform and improve society

Identifying and explaining the social impact of research is one of today's greatest challenges. Many are the initiatives that are being generated worldwide to transform science and place it at the service of society, achieving social improvements and recovering legitimacy and social recognition. In this framework, the need arises of promoting spaces for interdisciplinary debate about the social impact of research with the best international researches and the contribution of all the social agents. Therefore this paper will contribute to open a debate about the social impact of science and particularly in the field of Sociology of Education, providing new tools from the research project IMPACT-EV. Evaluating the impact and outcomes of European Social

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Sciences and Humanities Research" (2014-2017), funded by the 7th Framework Programme of research. The goal of IMPACT-EV is to create indicators and measures to evaluate the impact in all sciences while, at the same time, building bridges to make science and its results, more available for society. Among other initiatives, this research project has created the first international open access repository – SIOR (http://www.ub.edu/sior/sior.php)- capable of showcasing the real impact achieved by scientific projects of all disciplines in terms of social improvement, increasing the visibility of research and spreading the concern for reaching such impact among the scientific community. All in all, SIOR is boosting a real change in the way to conduct research, focusing on the need to obtain social impact. This change will be witnessed during the 1st International Conference on Social Impact of Science –SIS2016- which will gather scientists from all disciplines and ranges – from Nobel Prize winners to junior researchers- in a context conceived as a central space to promote the international debate about the social impact of research.

Marco Romito
Empowering through educational guidance? Ambivalences and contradictions emerging from a school based ethnographic research

Guidance programmes are today an essential part of wider education, training and labour market reform, and an important component of lifelong learning and employment strategies across Europe (McCarthy, 2007; Sultana, 2011). Institutional narratives portray guidance as a means of empowerment, one which supports the individual's investment in the self and which boost individual freedom.

Recent development within the Italian normative framework (Miur 2015; 2014) identify schools as key actors to boost guidance policies. In particular government documents aim to foster guidance as a strategic tool to address school-drop out (extremely high within this country) and occupational mismatch. In this respect, schools are defined as crucial learning site where a peculiar pedagogical work could be capable to provide students with the tools to manage their own educational and working career within the unstable, uncertain and precarious post-crisis scenario.

Dialoguing with post-Foucauldian governmentality studies (Peters 2003; Rose et al 2006; Laval et al. 2012; Bengtsson 2015) and with their limitations (McKee 2009), my contribution aim to discuss the ambivalences and contradiction of empowerment policies and practices within the educational field providing a critical analysis of how guidance practices unfolds within a concrete learning setting.

Based on ethnographic data, I will focus on a guidance project addressing 13–14-year-old students in Italy moving from comprehensive education to a tracked educational level. This project, I will show, exemplify current emphasis to foster individual free choices as a means of individual empowerment. However, I will argue, guidance practices can also act as disciplinary technologies capable to fabricate a *peculiar* type of individual freedom, one which allow to preserve the educational order and to respond to the needs of regulation of advanced liberal economies.

Jean Sanzane
Empowerment under legal contrainst. The case of young offenders in facilities in France

The juvenile admission in a delinquency treatment facility is the result of an offense, failure to respect the conditions of a former admission or of many other reasons. But whatever the admission reason, the juvenile should have in the facility the opportunity to further his education, participate in treatment groups designed to help him adressed the problems that led to his commitment, and prepare for a successfull return home. That means to create for the juvenile, an environment of responsiveness which can make him grow and provide many opportunities to make positive changes, educational advancement, and preparation for his re-entry, all of that into respect of the social norms starting by the facility's rules. This procedure is the central issue which provide oppositions among the treatment teams.

Indeed, while some of educators want to see the juvenile, admitted, subject to a zero-tolerance system for acts that he will commit in the facility, others are for a pedagogical regulation while reducing the resistance, the troubled teen has toward change, authority, and himself or herself and others still are for an organization into a hierarchy of offences and for the more serious of them, sanctions ranging up to prison.

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Neutralize, involve and empower in this case reveal in empowerment processes that value in a differentiated manner instead of the individual young offender in his rehabilitation, accompaniment to accept the social norms. These are the results of a thesis entitled "The treatment of the juvenile delinquency actancy". Based on semi-structured interviews, were analyzed according to a structural approach to bringing out a typology of processes in empowerment, which are in fact forms of report between the individual and the society, and by extension, mechanisms of social construction of reality.

Szilvia Schmitsek
Individual study pathways in Copenhagen

In my recent study I introduce how the Youth Guidance Centre of Copenhagen (hereafter YGCC) and the Copenhagen Youth School System (hereafter CYSS) work on a daily basis, primarily, through the lens and stories of participants who work and study there, pointing out why the length of time dropouts/at-risk students spend at CYSS is considered a turning point. For analysis purposes 35 interviews have been used which were conducted with the following stakeholders: school leaders, teachers, guidance counsellors, a psychologist, policy makers and mainly former students who were given impetus to take up studies, and then returned to education and/or to the world of work thanks to the student-centred education, encouraging learning environment and to the intensified guidance counselling applied at YGCC.

In order to explore the complexity of the process, a qualitative investigation has been carried out that allows the researcher an inductive, contextualized and in-depth understanding of the data emerging from the researched fields.

With the aim of identifying successful strategies of tackling early school leaving, it is essential to capture students' voices and explore their understandings of disengagement. The research design and methodology have been inspired by methodological perspectives that emphasize the relevance of gaining an empathetic view on the studied group, in our case, the voices of early school leavers. Moreover, this research intends to explore how students construct their experience in interaction with discourse and context.

In addition, we could gain a deeper insight into the characteristics of an institutional network that adapts flexibly to the needs of students and of a local community by introducing four exceptional settings namely YGCC, CYS, Byhojskolen- City School, Nye Veje- New Pathways.

Tinka Schubert, Miguel Ángel Pulido-Rodríguez
Empowerment through Family Education and the impact on students of vulnerable groups

This paper presents the latest results of the EDU-FAM project -Improving the education system through family education of vulnerable groups' (2014-2017)- funded under the National RTD Plan in Spain. The project departs from the evidence that family education has a positive impact on educational attainment as well as improving social cohesion in the community. The aim of EDU-FAM is to analyse concrete elements of family education targeted at vulnerable groups that are the drivers of these improvements to contribute with scientific evidence to the educational system and its strategies to reform. Therefore eight case studies on family education developed in schools serving especially vulnerable groups were conducted using the communicative methodology. Interviews were conducted with family, students and educational professionals to identify, first, those elements that facilitate and those that hinder family education, and second, how specific kinds of family education is related to either improvements of students and families or the contrary. The analysis of three of the case studies, with large number of Moroccan, Roma and highly marginalized population, evidences the benefits for both families and students. The first get to enjoy greater opportunities of learning and access to new information oftentimes related to the learning of their children, which enables them to better assist them in their educational development. The latter are shown to improve their attitudes inside the classroom as well as an increasing interest in learning, which ultimately leads to greater performance. Overall, family education with these vulnerable groups changes the relations maintained among family members and students in relation to learning. Students increasingly consider their family members as role models to follow education, while family members tend to have higher expectations of their children to continue and succeed in education.

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Teresa Seabra, Helena Carvalho, Patrícia Ávila
Can schools make difference in improving children of immigrants' achievement? The effect of school composition on Math outcomes in Portuguese public basic schools

Although the debate about *school effect* has around 5 decades (since Coleman Report, 1966), there remain difficulties in assessing such effect and, above all, in understanding the conditions under which it varies. Specifically, the effects of school composition on student outcomes has been the subject of recent research (Agirdag, Van Houtte & Van Avermaet, 2012; Dumay & Dupriez (2008); Jensen & Rasmussen (2011); Van Houtte & Stevens, 2009) revealing the importance of their role. To contribute to the debate about *school effect,* especially their social and ethnic composition, a research was conducted in Portugal, which main objective is to explore the differences in Mathematics national exams between students with immigrant background and autochthonous, considering the composition of schools (social background, ethnic composition, academic performance). Data covers approximately 50,000 pupils, from almost 800 schools (611 in the fourth-grade; 162 in the sixth-grade), representing the universe of public schools and students in Lisbon Metropolitan Area (LMA) in 2009/10. In Portugal about 5% of pupils have a foreigner nationality but in this regional area we can find about 25%. In what concerns methodological strategy, firstly we used a Multiple Correspondence Analysis to define the socio-economic index, based on the social class (occupation and status in employment), the highest level of education attained by the parents and the state support for study (SSS). After that, different models of moderation were tested in an attempt to ascertain if school conditioned the relation between national origin of students and their results in Mathematics. The research results are an instrument that helps to understand the school conditions that contribute to improve the performance of students with immigrant backgrounds.

Teresa Seabra, Sandra Mateus, Cristina Roldão, Adriana Albuquerque
Conditions of possibility: higher education access of African origin students in Portugal despite adverse socioeconomic conditions

The integration of descendants of immigrants is one of the main challenges facing education systems in Europe. Portugal is no exception - the significant presence of this population, in particular with African origin in schools in major urban areas has made a significant impact in sociological research in recent years, contributing to reinterpret old and new social inequalities. Little is known, however, about the educational paths of these students and their inclusion in higher education. There is a growing number of students with immigrant background, who have done much of their school paths and life course in Portugal. Their access to higher education represents an important indicator of social inclusion and of impact of public policies. This emerging reality is the research focus of the project "Educational Paths of young Africans (PALOP) that access higher education", that develops an exhaustive analysis of official data followed by a qualitative component that we address in this presentation - 17 biographical interviews conducted in 2015 to young descendants of immigrants from African origin that did enroll in higher education despite adverse socio-economic conditions. The analysis explores several social conditions of empowerment, and resulted in a typology for four different types of conditions of possibility. What was the role that education played in the paths of these students? Were they empowered, and how were they empowered by school teachers, institutions and specific policies? The most striking feature of these paths is its nonlinearity: they are intersected by both adverse and facilitating school dynamics, revealing specific strategies, support actors and mechanisms. The presentation addresses the social and ethnic reconfiguration of higher-education students and its social conditions of possibility. It aims to contribute to a better understanding and a more informed policy intervention in the promotion of greater equity of access to higher education.

Sergio Severino, Caterina Polopoli, Giada Cascino
The educational system that orientates to self-orientate

The focus of the sociological studies on educational phenomena becomes more evident and it is transverse to the development's four stages of Sociology of Education (Besozzi, 2013, 7[a] ed.), that examines the function of the

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educational system for the development of a society's human (Becker, 1964), cultural and social capital (Bourdieau, 1986).

The educational system has turned its *status* (and *modus operandi*), from an institution aiming at transmitting knowledges into a "learning environment", rich in relationships and training experiences, which fosters people's acquisition of knowledges and skills (key skills, AN) useful to cope with society's requests (Loiodice, *Presentazione* in Dato *et al.*, 2007).

Therefore, within the *learning society,* educational systems expand their function, as they are capable of supporting *empowerment* mechanisms (Colasanto, *Presentazione* in Colombo, 2010).

Having to stimulate individual's capacity self-determination, the educational system will have to be *methodologically* aimed at making students *empowered*, i.e. enriched by their power (Dato, 2007), able to make conscious life plans and to cope with requests of a *discontinuous* society. If we only tell to the people that they have the power to affect their life, without at the same time preparing a set of experiences where they can affirm their abilities, this attempt will turn out to be an empty guidance (Bandura, 2003).

The sociological study can focus on the ability of the educational system of a "late-modern society" (Giddens, 1991) to turn the students from *vagabonds* into *tourists* (Bauman, 2002), that don't put their destiny into other people's hands (Putton, 1999).

Assuming that *empowerment* is a process that develops both the ability to act positively and productively within one's own context, and to make conscious choices (Loiodice, *Presentazione* in Dato et al., 2007), this paper is going to introduce the *Portfolio 2 – Portfolio formativo e di auto-orientamento* (Severino e Cascino, 2014): it is an instrument made within an action to reduce school *disengagement* (PON 2007-2013 – Progetti F3) through self-reflective, self-evaluating and self-orientate activities (Varani, 2006). *Portfolio 2* aims at activate an *empowerment* process in the students, with an emphasis on key skills.

In this sense, the paper is going to introduce the study's results of the effects of *Portfolio 2* on high school students' sense of self-efficacy.

Christine Steiner
Students or Educational Entrepreneurs?

Contemporary society is often described as a knowledge society or an education society. Such characterizations focus on the growing importance of education for the benefit of particular economies or the individual life course. Concepts such as life-long learning not only serve to highlight that education is, or least should be, less and less limited to a certain phase in life; these concepts also sketch a picture of the educational entrepreneur, who gets and improves her value on the market through active and strategic educational decisions. But in addition to the decisions made for marketing purposes, a flexible approach to educational opportunities is regarded as an important path to an autonomous existence and the creation of an individualized lifestyle.

Questions as to whether or not, an individualized approach to education is even possible in reality, and if so, to what extent, have found no clear answers. Equally unclear is what relevance, if any, such an individualized approach might have for the young people attending school or other educational institutions. Can tendencies toward individualized educational profiles among young people actually be found, as seen for instance in the taking advantage of additional educational opportunities? In so doing, are new profiles coming into being, or do they reflect well-known patterns of middleclass lifestyles? Does abstinence with regard to the use of additional educational opportunities perhaps allow itself to be understood as individual resistance to all-encompassing educational expectations?

The paper explores these questions, based on already existing surveys concerning the use of nonformal educational opportunities by students in Germany. These surveys are part of the on-going project "Study on the Development of All-Day Schools" (StEG).

Michaela Stejskalová
Are paternalistic measurements meant to empower the young Roma?

In the Czech Republic the members of the Roma ethnic group belong to those with the lowest education level and at the same time are the Roma children over-represented in special schooling. Mostly due to the international pressure Czech government with the help of various national and supranational non-governmental

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bodies attempts to bridge over this educational gap by establishing scholarships and funds to support promising Roma students in pursuing the higher education.

This paper aims to critically examine possible effects of selected scholarships provided by government and non-governmental bodies to the Roma who want to study at secondary schools and/or universities. Even though the intentions of the policy-makers might have been honourable, the way the scholarships are offered often don´t help to alleviate difficult situation the young Roma find themselves in and even can make matters worse, when they become dependent on the outer help and motivation and are not held accountable for their decisions and their own studies, eventually lives.

It´s of utmost importance to draw our attention to the disempowering effects of the measures that were meant to rise the educational attainment of the young Roma and think about the ways they can be adjusted to be truly empowering. My paper may shed more light on this matter.

Peter A. J. Stevens
Mixing and kneading until it sticks? Exploring how school features inform inter-ethnic attitudes in the context of Cyprus

This study builds on research (see bibliography) that investigates the relationship between structural and cultural school features and students' inter-ethnic attitudes, by inductively exploring how a school context can polarize relationships between a majority Greek Cypriot (GC) and a minority Turkish Cypriot (TC) school population in the context of Lefkosia, the capital of the divided Republic of Cyprus. The analysis focuses on two private secondary schools, *Green Lane* and *Red Brick* (pseudonyms), that are rare in that they both count TC minority and GC majority students in the same school. However, despite the opportunity to develop positive inter-ethnic relationships between these groups through inter-ethnic contact, survey and interview data with students from both schools shows that inter-ethnic attitudes between these two groups are much more negative in *Green Lane* compared to *Red Brick*. The analysis of in-depth interviews involving 83 students (38 GC and 15 TC students in *Green Lane* and 15 GCs and 15 TCs in *Red Brick*) suggests that at least four school features can help to explain this school difference in inter-ethnic attitudes: (1) Differences between *Red Brick* and *Green Lane*'s multicultural and anti-racist school policies; (2) The more politicized nature of *Green Lane*'s major school-governing bodies; (3) The more negative and hostile treatment of TCs by GCs in *Green Lane* and (4) The size and ethnic composition of the student population in both schools. Ironically, while *Green Lane* appeared more committed to tackle racism from GCs to TCs, their anti-racism policies, in interaction with other school features, unintentionally polarized the inter-ethnic attitudes between GCs and TCs. The analysis suggests that schools need to consider how their policies aimed at empowering minorities are perceived by all students involved and how these interact with other school features to develop inter-ethnic attitudes in school.

Aina Tarabini
Is educational empowerment a pre-requisite for educational engagement? Some analytical and political concerns

The objective of the paper is to deal with the analytical and political relationships between educational empowerment and educational engagement as two key concepts in guarantying educational opportunities for all social groups. Specifically, the paper has three main objectives: first of all, it introduces a theoretical reflection on the relationships between educational empowerment and educational engagement; starting from a multidimensional approach of educational engagement, encompassing behavioural, emotional and cognitive elements (Fredericks, 2004), the paper introduces key analytical questions regarding its relation with the concept of educational empowerment. What are the main similitudes and differences between both concepts? How can empowerment encourage engagement? And, on the reverse, how can student engagement stimulate educational empowerment? Secondly, the paper explores the institutional factors inhibiting or facilitating both student engagement and student empowerment, by a systematic analysis of two main factors: the mechanisms to manage pupil' heterogeneity and the role of teacher expectations; finally, the paper introduces a political reflection on the multiple relations between empowertent, engagement and educational success, by putting into question some of the 'common-sense assumptions' and mainstream linear relationships stated in this field (Zyingier, 2007; 2008). The entire analysis is based on a qualitative methodology, conducting ethnographic case

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studies in five secondary schools in Barcelona. In each school, interviews with teachers, principals and academic coordinators have been developed as well as teachers' focus groups, class observations and participation in teachers' meetings. At the same time, in depth interviews and focus groups with students at the end of their compulsory secondary schooling have been conducted. In total more than 50 interviews with school staff and 60 interviews with students were conducted during the development of the case studies.

Sarah Thys, Mieke Van Houtte
Inequality in educational choice: Does a school's policy-making capacity make a difference?

From the rational individualist point of view, educational choice is seen as a way through which pupils are empowered to take ownership of their educational career. However, research has shown that educational choice often fails to offer this kind of empowerment, because of the close intertwinement with socioeconomic background. Across European countries, pupils with a low socio-economic background have a higher probability of choosing a less-demanding option at the educational transition from primary to secondary education. Research into educational choice has neglected the context of educational decisions, while school effectiveness research is clear about the influence of schools on individual pupils. In recent school effectiveness literature, a particular focus on the policy-making capacity of schools is evident. In this study, we investigate the role of a schools' policy-making capacity in tackling the inequality in educational choice. Can schools diminish the social inequality in educational choice by maintaining a strong policy about educational choice counseling? Data were gathered in May 2015, in 36 Flemish schools, from 1049 pupils of 10-11 years old. Analyses show that a schools' policy, as perceived by teachers, does not influence the educational choices of pupils with a lower middle class or middle class background. However, for pupils from the higher middle class, the relationship between policy about educational transitions and educational choice is stronger. Compared to pupils from a working class background, those from a high middle class background have a higher probability to choose a theoretical, more demanding option, and this probability is even higher at schools with a strong educational transition policy. Further analyses clarify these findings using the perspective of pupils about who to get information from when making an educational choice. These analyses result in suggestions for policy and future research.

Sebastian Țoc
Meritocracy and Institutional Prestige in Romanian Education

In this paper I analyze the interaction between the family background of Romanian high school students and the socio-cultural construction of institutional prestige, assuming that this could be one of the mechanisms for reproduction social inequalities in Romanian society. This article is based on data from semi-structured interviews and participant observation carried out in a top Romanian high school, across a 6-month period. In the first part of the article I argue in favor of the continuing relevance of reproduction theories in analyzing the school process, and school related inequalities. In the second part of the article I analyze the discourse of students, parents and teachers about individual merit and meritocracy in general. Building on previous work (i.e. McNamee and Miller 2009), I suggest that the idea of a meritocratic educational system in Romania is more likely a myth than a reality. In the final part of the paper I discuss the relevance of participatory research in education for understanding the process of social reproduction in the post-socialist context. I argue that qualitative research can complement large scale quantitative studies in the field of sociology of education, particularly on the topic of relationship between empowerment and the (re)production of social inequalities.

Christos N. Tsironis, Eirini- Georgia Trikkalioti
Speaking about the future: A research note on empowerment perceptions in a Roma community in Greece

Empowerment is a well known and often used word in education and in sociology of education. Most of the times the use of the concept is behavior oriented: empowered is the person who is confident enough to interact with other members of society on the basis of the dominant cultural and social patterns. However, the epistemological basis of its use is not always clear: in some cases empowerment is considered as the process of

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personal development, in other cases as the process of gaining abilities that allow somebody to get into the social field with equal opportunities.

This paper presents a study that was conducted in a Roma settlement in the region of Xanthi, in Northern Greece**.** The study was implemented in two phases: The first phase, a participatory research, revealed a variety of indications such as the living conditions and the social structure of the community, manifestations of collective identity, Roma's ideas about the current efficiency of governmental agencies and the future of their community. In the second phase, in-depth interviews with parents, whose children are of the appropriate age to attend school, were recorded and analyzed. Results signify the parents' recognition of education as a key factor in improving the living conditions of their children and the development of their personality. Additionally, the lack of empowering education is often revealed throughout their life stories. The study also discusses how and to what extend the Roma parents have "integrated" the dominant ideas about the schooling effect on the empowerment of their children. It ends by questioning the concept of "empowerment" as the ability to flexibly adapt to a strictly centralized educational system and focuses on an idea of empowerment as a transformative process that affects the person, the society and the system that frames this procedure.

Laura Van Den Broeck, Jannick Demanet, Mieke Van Houtte
The effect of school composition on students' expectations for higher education: Teachers culture as an explanation

Research based on the Status Attainment Model has shown that students' educational expectations have an important influence on their educational attainment. If policymakers want to empower students to take ownership of their educational careers, insight into the determinants of expectations of students is vital. Most research on expectations focuses – in line with the classical Status Attainment Model - on individual-level determinants. Nevertheless, expectations are formed during secondary education, and an influence of school characteristics on expectations, as it is the case on other students' outcomes, may be assumed. This research investigates the influence of school ethnic composition on students' expectations to attend higher education, and is innovative in exploring the mediating role of teachers' culture, namely teachers' shared teachability beliefs. The role of teachers in the formation of expectations is established in the classical Status Attainment Model as one of the actors of 'the significant others', but this contribution goes a step further by looking at the influence of the beliefs of teachers at the school level. Data from the International Study of City Youth (ISCY) is used, gathered during the 2013-2014 school year from 2.354 pupils of the tenth grade and 502 teachers across 30 secondary schools in the city of Ghent (Flanders, Belgium). Results of stepwise multilevel analyses (MLwiN) suggest that ethnic composition has a negative effect on the expectations to attend higher education for both native and immigrant students. This effect of ethnic composition can be explained by the teachability culture among teachers of the same school. The findings are discussed in light of desegregation policies and inequality between native and immigrant students.

Lore Van Praag, Rut Van Caudenberg, Ward Nouwen, Noel Clycq, Christiane Timmerman
School staff's strategies to prevent early school leaving

Scholars examining the complex factors that result in Early School Leaving (ESL) focus on the tension between push- and pull-factors that cause students to drop out of secondary education (Bradley & Renzulli, 2011). However, this research area often fails to integrate schools' perspectives on these push- and pull-factors and the strategies of school actors to prevent ESL. These perspectives are important to consider as they could affect young people's decision making processes in their educational careers and might strengthen or weaken the effect of existing push- and pull-factors that determine the educational trajectories of young people. Interviews and focus groups are carried out with school staff of distinct types of education in Flanders (northern part of Belgium): second chance secondary education, full-time school-based and part-time work-based vocational education. Findings indicate that the student intake, the curricula and educational qualifications offered, labor market and educational future perspectives of each of these types of education, matter for the ways school staff aim to reduce risk factors for ESL and, at the same time, safeguard the integrity of their educational institution and programs offered. Despite differences in school staff's views across types of education, there is a tendency to shift the focus at school increasingly to the acquisition of transferrable skills, attitudes, and the empowerment

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of students, in combination with work-based experiences. This pressure to change results from governmental institutional changes but also from school staff's perceived and altered characteristics of the labor market. The latter mainly entail the increased importance and inflation of educational qualifications, rapid technological developments and automation, and competition of labour forces across Europe.

Roselien Vervaet, Mieke Van Houtte, Peter A. J. Stevens
The Ethnic Prejudice of Belgian Pupils: The Role of a Multicultural School Culture

From the Second World War onward, Flanders (the Dutch-speaking region of Belgium) has developed into a multi-ethnic society. As a result of labor migration processes, migrant family reunification and chain migration processes, schools in Flanders are now much more ethnically diverse. This evolution coincides with an increasing number of studies focusing on out-group attitudes of ethnic majority pupils, such as their degree of ethnic prejudice. Most of the research carried out in explaining variability in ethnic prejudice focuses on individual level characteristics. This study will contribute to the existing research by examining the association between a multicultural teacher culture and ethnic prejudice of Belgian pupils in the Flemish context, taking into account the individual perceptions of pupils and various sociodemographic characteristics. Multilevel analyses were performed on data from the survey RaDiSS 2 (Racism and Discrimination in Secondary Schools), collected during the school year 2014-2015, including 2083 Belgian pupils and 636 teachers in 40 Flemish (Belgian) secondary schools. The analyses showed that pupils in schools with a more multicultural culture were less ethnic prejudiced. However, pupils' perceptions of teachers' involvement with multicultural teaching mediated the association between a multicultural teacher culture and ethnic prejudice of Belgian pupils. The findings suggest that policymakers, teachers, and school administrators not only have to invest in implementing a more multicultural teacher culture, but that they also have to make sure that pupils in these schools perceive their teachers as actively involved with MCT. Only then, a multicultural school culture will create a more equitable environment, characterized by lower degrees of ethnic prejudice among ethnic majority pupils and the inclusion and empowerment of ethnic minority pupils.

Eleonora Vlach
How the features of the Educational System shape Ethnic Minority's claims of Empowerment? Idealistic and Realistic Educational Aspiration in four European Countries

In our present societies, education represents a pivotal factor for children of immigrants' empowerment. At school, second generation students acquire the necessary knowledge and credentials to conveniently navigate the host country labour market, achieving this way mastery over their lives. Prestigious educational choices are, in addition, often viewed by their immigrant parents as the main resource for fighting against poverty and social exclusion, thus as an important step in the integration process.
The empowerment potential of education to ethnic minorities, helps us understanding why parents and children with an immigration background share on average higher educational aspirations than the ethnic majority. However, comparative analyses on the role of country-specific institutional characteristics in shaping migrants' aspiration toward empowerment are still lacking. In this paper, I add to the debate by analysing the influence of the education system on minorities' educational aspirations, considering four European countries (Sweden, Germany, England and the Netherlands).
Basing on the CILS4EU-2010 survey, I am able to compare educational desires and realistic expectations of both second generation students and their parents in these four very diverse contexts. Multinomial logistic regressions show that, in all the considered countries, educational idealistic aspirations are similar between ethnic minority students and their parents, both being significantly higher than the ones of the ethnic majority. However, specifically in the highly stratified systems of Netherland and Germany, children's realistic expectations are much lower than both their own, and their families', desires. The analysis of the mechanism behind this phenomenon (preliminary results obtained decomposing the direct effect of ethnicity on aspiration, from its indirect effect via prior school achievement, employing the Karlson, Holm and Breen decomposition method), shows how macro-level characteristic are effective in favour, or lower, the ethnic specific claims of empowerment through the acquisition of higher education credentials.

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Maria Woźniak
The Empowering Potential of Sexuality Education

Sexuality education is perhaps one of the most evident examples of the empowering potential of education on all levels of social life. Sexuality is a domain that connects the intimate and personal with the social, as well as cultural and global. It deals with the body and its capabilities, and lies at the base of humanity. It is implicated in the way one exercises both their rights and obligations towards others.

By providing up to date, scientific knowledge, sexuality education not only equips individuals with tools that may allow them to make more conscious decisions, and result in living healthier, happier and more fulfilling lives, but also can trigger positive socio-cultural changes.

However, a condition vital for the fulfillment of this potential, is to base sex education in schools on the recommendations of institutions such as the WHO or UN.

Yet, studies show that in Poland sexuality education (officially referred to as "preparation for family life"), is being taught in a poor manner, failing to introduce reliable, age-adjusted and up-to-date scientific knowledge, which view is supported by both experts and young people themselves.

The core curriculum and textbooks approved by the Ministry of Education impose a fixed model of sexuality, which places the greatest focus on the negative effects of becoming sexually active before marriage, supports traditional gender roles and considers a traditional family (a heterosexual, married childbearing couple) as the most important unit of social life. Sexuality is therefore considered to be an issue of morality.

This is all the more significant recently, due to the country's current political crisis, where the dominant discourse on sexuality presented by members of Law and Order party may turn the sexual education narrative even more discriminatory towards all nonpatriarchal and nonheteronormative sexualities.

In my presentation, I am planning to discuss the empowering potential of sexuality education and provide examples discussing the issues that may be at stake, due to the current socio-political landscape in Poland.

Yun Yu
Environmental Empowerment in International Education: Study on the Cultural Engagement of Chinese Students through the University Christian Community in the United Kingdom

This study examines the cultural engagement of Chinese students in the university Christian community in the United Kingdom, including Christian unions as well as churches around the campus. Grounded on the theory of empowerment, the study demonstrates how Chinese master students are motivated in the established multicultural campus environment to engage into cultural exploration in the new country. It also examines the role of Christian community participation on Chinese students in their overseas study, particularly in terms of their cross-cultural adaptation. The analysis utilizes the portions of data from interviews and websites. And the results indicates that, 1) with the construction of multicultural and multi-religious university environment in the trend of globalization, it empowers Chinese students with the freedom of exploration on the host culture; 2) Chinese students realize the cultural engagement and self-construction based on their individual needs in the process of cross-cultural adaptation. The study draws the relation between the environmental empowerment of university and ownership of Chinese students in the international education, which contributes to understanding the role of situational empowerment on the authority and freedom of international students. It also highlights the new perspective in terms of the cross-cultural adaptation for international students in the higher education.

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