BSA Bourdieu Study Group
Mid Term International Conference

Rising Complexities in Education: Opportunities and Inequalities

3-5 September 2025, Vienna

Extended Programme

CONTENTS

Conference Organising

The conference is co-organised by the British Sociological Association's Bourdieu Study Group together with the Viennese Chamber of Labour, the research unit Education and Inequality at the Department of Education at the University of Vienna, the Institute of Education at the University of Tübingen and the Department of Psychosocial Intervention and Communication Studies at the University of Innsbruck.

Overall Coordination

Flora Petrik (University of Tübingen)

Franziska Lessky (University of Innsbruck)

Veronika Wöhrer (University of Vienna)

Organising Committee

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Oliver Gruber (Vienna Chamber of Labor)

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Programme Schedule

	DAY 1 (3rd September)	DAY 2 (4th September)	DAY 3 (5th September)
BSA Bourdieu Study Group's Mid Term International Conference 2025. Vienna, 3-4-5 September 2025 Programme Schedule		
8.00-9.00	Registration		
9.00-9.30h	Welcome: Flora Petrik, Franziska Lessky, Veronika Wöhrer, Silvia Hruška-Frank		
9.30-11.00	Opening Keynote: Ann-Marie Bathmaker *Making sense of the opportunities and constraints of vocational education pathways: Between Bourdieu and a better place*	Keynote Panel (II) *Democracy in Danger? Democratic participation and the role of education* Speakers: Ilkim Erdost, Jürgen Czernohorszky, Harriet Rowley, Tom Kehrbaum	Parallel sessions (6)
11.00-11.30	Coffee break	Coffee break	Coffee break
11.30-13.00	Parallel sessions (1)	Parallel sessions (4)	Parallel sessions (7)
13.00-14.00	Lunch break	Lunch break	Lunch break
14.00-15.30	Parallel sessions (2)	Parallel sessions (5)	Closing Keynote: Steven Threadgold *Bourdieu in a Digitalised and Financialised World*
15.30-15.45	Short break	Short break	Conference Closing: Flora Petrik, Franziska Lessky, Veronika Wöhrer, Oliver Gruber, Boris Ginner
15.45-17.15	Parallel sessions (3)	Keynote Panel (III) *Bourdieu Beyond the Global North: Bridging Bourdieu and Postcolonial Perspectives* Speakers: Grace Ese-osa Idahosa & Denisse Sepúlveda	
17.15-17.45	Coffee break	Coffee break	
17.45-19.15	Keynote Panel (I) *Bourdieu between theory and practice: Thinking activism and political change with Bourdieu* Speakers: Sol Gamsu, Carli Rowell & Aina Tarabini	Collective Book Launch (17.45-18.30)	
19.15-20.30	Reception and snacks		
20.00		Social Dinner *(self-funded, previous booking)*	

Keynote Speakers

Wednesday 3rd September 2025

Opening Keynote: Ann-Marie Bathmaker	Making sense of the opportunities and constraints of vocational education pathways: Between Bourdieu and a better place	9:30-11h Room: Plenary Hall
Keynote Panel I: Sol Gamsu, Carli Rowell & Aina Tarabini	Bourdieu between theory and practice: Thinking activism and political change with Bourdieu	17:45-19:15h Room: Plenary Hall

Thursday 4th September 2025

Keynote Panel II: Ilkim Erdost, Jürgen Czernohorszky, Harriet Rowley, Tom Kehrbaum	Democracy in Danger? Democratic participation and the role of education	9:30-11h Room: Plenary Hall
Keynote Panel III: Grace Ese-osa Idahosa & Denisse Sepúlveda	Bourdieu Beyond the Global North: Bridging Bourdieu and Postcolonial Perspectives	15:45-17:15h Room: Plenary Hall

Friday 5th September 2025

Closing Keynote: Steven Threadgold	Bourdieu in a Digitalised and Financialised World	14:00-15:30h Room: Plenary Hall

Welcome Address:
Mag. Silvia Hruška-Frank
Director General of the Vienna Chamber of Labour
and the Federal Chamber of Labour
Wednesday 3rd September 2025
9:00h

Bridging science and policy making: How the Chamber of Labour reflects (Bourdieusian) research in its pursuit of educational equity
Room: Plenary Hall

The Chamber of Labour represents the interests of employees and their families in all matters of social life, well beyond their professional careers. In that regard, education plays an important role for its members not only in the advancement of their professional careers, but also for the improvement of their living conditions, for their democratic participation and for the upbringing of their children in educational institutions.

Since the variety of backgrounds among its members represents a cross-section of our society, equity in education is a key objective for the experts working on education in the Chamber of Labour. As bridge builders between policy makers, science, practitioners and recipients of educational programs and institutions, the Chamber's experts draw on theoretical and empirical research from multiple disciplines. Bourdieu's work on social inequality, forms of capital and the role of institutions provides a particularly important analytical lense.

In her welcome address, Silvia Hruška-Frank provides a compact insight into how the Chamber of Labour transfers research and expertise on social and educational inequality into policy making and how this conference contributes to this pursuit.

Biography
Silvia Hruška-Frank is Director General of the Vienna Chamber of Labour and the Federal Chamber of Labour since 2022.
Upon her graduation of law studies in 2001 she began her career at the Chamber of Labour as a consultant for labour law and judicial legal protection before becoming a renowned expert in the field of social policy and executive member for the Chamber of Labour as well as the Austrian Trade Union Federation. Her longstanding experience in the Austrian Social Partnership has made her a leading voice for social equality.

Opening Keynote:
Prof. Dr. Ann-Marie Bathmaker
Wednesday 3rd September 2025
9:30-11h

Making sense of the opportunities and constraints of vocational education pathways: Between Bourdieu and a better place
Room: Plenary Hall
Chair/Discussant: Flora Petrik

This keynote considers my own work on vocational pathways and locates this work in the context of how researchers in different countries have sought to understand the opportunities and constraints of vocational routes in their own contexts. There is increasing interest in the role that vocational education pathways play in expanded education systems in countries across the globe. Policymakers see vocational pathways as solving high skills shortages in the context of knowledge economies, and at the same time offering pathways for disadvantaged learners (students from working-class origins; ethnic minorities; indigenous learners; migrants and refugees). Yet in a 'global war for talent' amongst a highly educated elite, what do vocational pathways offer in the shadow of struggles on an international scale over the most prestigious forms of education (Brown, Lauder and Ashton, 2011)?

I consider the ways in which navigating transitions have been theorised, in particular the interplay between Bourdieu's conceptual tools, which insist that we recognise how advantage is maintained and inequalities persist, and ideas that build on and move beyond Bourdieu: seeking out possibilities for a better place.

Biography
Dr. Ann-Marie Bathmaker is Professor Emerita of Vocational and Higher Education at the University of Birmingham.
Her research is in the fields of vocational and higher education, in particular understanding and addressing in/equalities in educational provision in these contexts. Her work has focused on Higher Education and social class, the Further Education/Higher Education interface, the governance of further education, teaching and learning in vocational and higher education, and professionalism and professional identities in further education.
She is Extraordinary Professor at the University of the Western Cape, South Africa; Chair of the Singapore SkillsFuture Expert Review Panel for Workforce Development Applied Research; former editor (2017-2021) and now member of the Editorial Management Committee of the *Journal of Vocational Education and Training* (JVET); a trustee of the Edge Foundation (a UK based education charity with a particular focus on technical and professional education); and she was the specialist advisor to the House of Lords Select Committee on Social Mobility School to Work (2015-2016).

Keynote Panel I:
Prof. Dr. Sol Gamsu, Prof. Dr. Carli Rowell & Prof. Dr. Aina Tarabini
Wednesday 3rd September 2025
17:45-19:15h

Bourdieu between theory and practice – Thinking activism and political change with Bourdieu
Room: Plenary Hall
Chair/Discussant: Marta Curran

Organising and doing political work in the university: reflections on attempts at praxis and the limits of Bourdieu

Professor Dr. Sol Gamsu (Durham University)

In this paper, I will reflect on three years of organising within HE drawing on his experiences as the branch chair/president at Durham University University and Colleges Union. This period covered two years of national strike action. This talk will provide an analysis of the defeats and small victories nationally and locally. It is an invitation and discussion of what is possible and what is needed to organise politically within the university. This paper argues that academics, as a subset of university workers, must interrogate their own working practices and commit to organising within their workplaces as a form of praxis.

In relation to Bourdieu, I explore questions that have been raised around the absence of class struggle in Bourdieu's and Bourdieusian class analysis, and the intellectual elitism present in Bourdieu's work. I argue that these issues raise questions about the practical utility of Bourdieu's work in relation to organising within the University.

Biography
Dr Sol Gamsu is a sociologist of education working at Durham University. His research explores elite schooling, the geographies of education, meritocracy and the politics of higher education. He teaches the sociology of education to undergraduate and postgraduate students and research methods. From 2021 to 2024 he was the branch president of Durham University UCU, he remains active in his branch and on the regional committee of Northern Region UCU.

Working-Class Knowledges in the Academy? Activism and practice within and beyond the curriculum, thinking with Bourdieu as a working-class feminist academic

Professor Dr. Carli Rowell (University of Sussex)

Sociologists of education have long advocated for and attested to the value of a Bourdieusian perspective in unpacking the role of education in cementing social reproduction and of the class inequalities inherent within the field of education. In this paper I reflect (in brief) upon the ways in which I have drawn upon Bourdieusian social theory in my exploration and articulation the of the classed violence/s that working-class academics and students encounter with higher education institutions in the UK. Research that has explored access and experiences of UKHE (for students and early career academics), to the politics of knowledge production and pipelines in (and out of) academia). From the macro structuring forces omitting working-class contributions to knowledge, to the micro politics of what is taught within the walls of contemporary academia.

In this paper I reflect on the pursuit and production of working-class feminist academic knowledge(s) and of the academic structures, cultures and practices that shut down such possibilities whilst offering suggestions of ways in which we might resit the contemporary confines of traditional academic knowledge production. I then turn our attention to lesser discussed phenomena of pedagogy. For Bourdieu, "all pedagogic action is symbolic violence insofar as it is the imposition of a cultural arbitrary by an arbitrary power" (Bourdieu and Passeron 1977: 5). However, I want to problematise this notion whilst also recognising that "the academy as it currently stands, is the bastion of classed knowledge" (Walkerdine 2021: 67). I offer insights and examples as to how we might be able to step outside of pedagogy as symbolic violence and how we might frame our pedagogical acts as resistance and activism from within (however micro).

Biography

Dr Carli Rowell is an Associate Professor and undergraduate convenor in the Department of Sociology and Criminology at the University of Sussex and a Senior Fellow of Advance HE. She is co-founder and co-convenor of the BSA Social-Class Study Group and Co-Chair (with Dr Emily Gray, Monash University, Australia) of the Gender and Education Association (UK registered charity). Her research is concerned with working-class access to and experiences of higher education (students and academic staff), she is interested in the politics of and pipeline to working-class knowledge production.

Toward a Feminist Academic Habitus: Reimagining Scholarly Life through Care, Collaboration, and Structural Transformation

Professor Dr. Aina Tarabini (Universitat Autònoma de Barcelona)

In this keynote, I engage with Bourdieu's notion of *scientific habitus* to interrogate the conditions of academic life and knowledge production through a feminist lens. Drawing on the recursive relationship between habitus and structure, I explore how our own dispositions as scholars—shaped within the global paradigm of neoliberalism, competition and individualism—can be reoriented toward practices of care, resistance and hope, contributing to a renewed grammar for teaching and research.

This alternative grammar is articulated through the notion of a *feminist academic habitus*—a mode of being in academia grounded in collaboration, horizontality, and relational accountability. By centering the affective, ethical, and political dimensions of scholarly labour, this habitus disrupts the symbolic violence embedded in meritocratic norms, making space for the enactment of social justice principles—redistribution, recognition, representation, and care—within the everyday practices of academic life.

Engaging with Bourdieu alongside feminist theories of care and justice provides an epistemological foundation for reimagining the structures, values, and temporalities of scholarly life. A feminist academic habitus is thus not merely oppositional but generative—cultivating modes of knowledge production that are socially engaged, structurally aware, and committed to the collective reimagining of the university as a space of radical possibility.

Biography

Dr Aina Tarabini is Associate Professor in the Department of Sociology of the Autonomous University of Barcelona and deputy director of the research centre GEPS – Globalisation, Education and Social Policy (https://geps-uab.cat/). Her research is concerned with the (re)production and transformation of social inequalities in the daily life of education systems, schools and students. She is particularly interested in the sociological analysis of the processes of teaching and learning, the modes of pedagogic and curricular provision and the students' educational trajectories, experiences and identities, from a social justice perspective. Overall, her research connects the subjective, institutional and systemic dimensions of inequality with a qualitative-driven approach. Currently, she is the PI of a competitive grant aiming to investigate the impact of curricular policies, pedagogical practices, and students' social contexts in the construction of the learner identity through the articulation of different learning experiences and trajectories during secondary education (https://learnerproject.org/).

Keynote Panel II:
Mag. Ilkim Erdost, MSc, Mag. Jürgen Czernohorszky,
Dr. Harriet Rowley, Dr. Tom Kehrbaum
Thursday 4th September 2025
9.30-11h

Democracy in Danger? Democratic participation and the role of education
Room: Plenary Hall
Chair/Discussant: Oliver Gruber

Democratic participation in Austria and Europe is increasingly challenged by contemporary trends: A growing number of residents who are excluded from national elections due to their foreign citizenship; increasing tensions due the lacking interest representation of youth in contemporary policy making; a return of authoritarian attitudes vis-à-vis democratic pluralism; social inequality contributing to detachment from the political sphere and representative democracy by economically disadvantaged groups. Those and other developments challenge educational institutions in their pedagogical work and require new (or renewed) approaches to the strengthening of democratic education. How can educational actors (from schools and extracurricular programs to adult and workers education), national and local policy levels as well as interest groups and grassroot initiatives collaborate and contribute to innovative approaches?

To shed light on these questions, the Keynote panel assembles renown experts from different areas of educational practice.

Mag. Ilkim Erdost, MSc
(Head of Education,
Vienna Chamber of Labour)

Mag. Jürgen Czernohorszky
(Executive City Councillor Vienna,
European Capital of Democracy 2025)

Dr. Harriet Rowley
(International Speaker on Democratic Education,
University of Manchester)

Dr. Tom Kehrbaum
(Representative of labour union education sector,
IG Metall Germany)

Keynote Panel III:
Prof. Dr. Grace Ese-osa Idahosa, & Prof. Dr. Denisse Sepúlveda
Thursday 4th September 2025
15.45-17.15h

Embodied Struggle, Situated Reflexivity and Inherited Logics: Thinking Transversal Agency through and beyond Bourdieu

Professor Dr. Grace Ese-osa Idahosa (University of Cambridge)

I explore the concept of transversal agency as a critical response to the challenges and possibilities of transformation in higher education. Drawing on Pierre Bourdieu's theory of practice, feminist scholarship, and postcolonial critiques, I ask: how might we use Bourdieu's concepts in contexts marked by violence, exclusion, and colonial residue? Centring transversal agency, I argue for a mode of agency that is situated, reflexive, and capable of traversing affective, institutional, and discursive spaces. Engaging Wacquant's (2018) call for "putting Bourdieu to work transversally," I explore the ethical and political stakes of engaging with inherited logics or legacies of inequality. I borrow the language of "transversality" from feminist scholars such as Nira Yuval-Davis (1997, 2011), Patricia Hill Collins (2019), and Rosi Braidotti (2006), each of whom conceptualise political action across difference to offer transversal agency as both a methodological and political tool, an embodied way of working within and against systems of power.

Biography

Dr Grace Ese-osa Idahosa is Assistant Professor of Education and Social Justice at the University of Cambridge, where she is a Fellow and Director of Studies in Education at Gonville and Caius College. She currently coordinates the MPhil in Education (Knowledge, Power and Politics). Dr Idahosa is also a Senior Research Fellow at the Centre for Social Change at the University of Johannesburg and has held visiting research positions at Queen's University Belfast, the Nordic Africa Institute, and Jadavpur University in India.

Her interdisciplinary research draws on political and social theory, feminist epistemologies, and decolonial thought to examine the conditions that enable or constrain agency within structurally unequal systems. She is particularly interested in how gender, race, class, and institutional power shape the politics of transformation in higher education and other social institutions.

Reframing Bourdieu from the South: Indigenous Mobility, Recognition, and Resistance in Chile

Professor Dr. Denisse Sepúlveda (Centre for Economics and Social Policy and Universidad Mayor Santiago, Chile)

This presentation explores how Bourdieu's theoretical tools may be reinterpreted and expanded from a Latin American and postcolonial perspective, drawing on empirical research with Indigenous individuals navigating educational and spatial mobility in Chile. While Bourdieu's concepts—such as capital, habitus, and field—remain analytically powerful, they require critical adaptation when applied to contexts shaped by colonial histories, racial hierarchies, and collective forms of resistance.

Based on in-depth interviews with Indigenous students and professionals from Mapuche, Aymara, and Quechua backgrounds, I examine how social mobility is not only experienced individually but also negotiated collectively, often in tension with dominant ideals of meritocracy and national belonging. The presentation examines the mobilisation of what has been conceptualised as 'Indigenous capital'—a form of cultural wealth rooted in community, territory, and resistance—which both complements and challenges Bourdieusian forms of capital

The paper seeks to bridge Bourdieu and postcolonial thought by questioning the Western perspective embedded in theorisations of class, education, and mobility. It also reflects on the epistemological and political implications of conducting critical theory from the South, centring Indigenous agency and critique.

Biography

Dr. Denisse Sepúlveda is an Assistant professor Centre for Economics and Social Policy (CEAS), Universidad Mayor. Also is an associate researcher in the Centre for Social Conflict and Cohesion Studies (COES) and Millennium Nucleus for Research on Anti-Racist Chilean Education. She holds a PhD in Sociology from the University of Manchester, where her doctoral research examined the consequences of social mobility among Indigenous people and how they negotiate their identities across class and ethnicity. She is part of the editorial board of the journal Sociological Research Online. She is an associate researcher on the project "Successful Trajectories of Social Mobility in Contemporary Chile: Individual, Territorial and Structural Dynamics in Tackling Wealth Inequality", funded by the Julius Baer Foundation. Associate researcher on the MiniCOES project "Expectations and Political Attitudes: Trajectories of Young People from Working-Class Backgrounds in Higher Education, from a Gender and Territorial Perspective." She was a founding member of the Feminist Social Sciences Network. She also coordinates the projects Narrativas Visuales and Perceptions of Contemporary Indigenous Identities.

Closing Keynote:
Professor Dr. Steven Threadgold
Friday 5th September 2025
14-15:30h

Bourdieu in a Digitalised and Financialised World
Room: Plenary Hall
Chair/Discussant: Franziska Lessky

Bourdieusian sociology has analysed the importance of cultural production and consumption practices in everyday life and its relations and resistances to the functions of late capitalism. But what if cultural practices and tastes are now embedded in digital social inequalities that extend beyond how cultural capital can theorises symbolic hierarchies? Datafication and financialisation have changed the world a great deal since Bourdieu's death in 2002. Rentier capitalism and the asset economy have further entrenched the economic capital aspects of class domination. Cultural capitals still lubricate successful education transitions, but these need to be buttressed even more today by financial support for gap years and internships and social capital to access the right networks. The culture and creative industries are particularly exclusionary with obvious ramifications for who gets to make the world in their own image via art, media, design, and popular culture. This presentation will draw upon recent research to speculate what the digitalisation and financialisation of everyday life means for Bourdieusian inspired sociological analysis. For instance, if music tastes are enrolled as data points for predictive AI to make judgements about financial, insurance and housing access, our tastes and affinities become automated inequalities that include or exclude in ways that we will not even feel while it is happening and only know about once it is too late. This has ramifications for understanding the dissemination of symbolic violence where it happens virtually via the digital, as much as emotionally via how we currently understand the transmission of affects. Bourdieu showed us how 'taste classifies, and it classifies the classifier', but what if the classifier is a machine that uses vaguely homologous data proxies for humans that can only make speculative predictions and dehumanise everyday relations?

Biography

Dr Steven Threadgold is Associate Professor of Sociology and the Director of the Newcastle Youth Studies Centre at University of Newcastle, Australia. His research focuses on youth and class, with particular interests in unequal and alternative work and career trajectories; underground and independent creative scenes; cultural formations of taste, and financial practices. Steve an Associate Editor of Journal of Youth Studies, and on the Editorial Boards of The Sociological Review, DIY, Alternative Culture & Society, and Journal of Applied Youth Studies. His latest book is Bourdieu and Affect: Towards a Theory of Affective Affinities (Bristol University Press). Youth, Class and Everyday Struggles (Routledge) won the 2020 Raewyn Connell Prize for best first book in Australian sociology. His latest edited collection with Jessica Gerrard is Class in Australia. Steve is currently leading the ARC funded Discovery Project 'Young People, Fintech Use and Future Financial Security'.

Programme Grid

	BSA Bourdieu Study Group's Mid Term International Conference 2025. Vienna, 3-4-5 September 2025 Programme Schedule					
	DAY 1 (Wednesday 3rd September)					
	Parallel Session 1: 11.30-13.00					
Session	Session A	Session B	Session C	Session D	Session E	Session F
Stream	Alternative Schooling and School Reforms	Language and Power	Reproduction and Change in Academia	Intersectional Perspectives on Social Mobility (1)	Curriculum and Inequalities	Practices of Exclusion and Inclusion and the Role of School
Room	14A	14B	12	11A	11B	16
Type	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session
Authors	Bray: "What were free schools free from?"	Aaltonen: "Perceptions of high school students on linguistic practices and social class"	Spire: "Informal Conversations as a method to extend Academic Habitus in Universities"	Ivemark: "Conative Dynamics: Social Class, Migration, and Aspirational Divides"	Ramli: "Reconceptualising Teachers' Experiences of Curriuculum Reform Through Habitus and Doxa"	Rohilla: "Unveiling Taste and Understanding Power Dynamics in Schools"
	Russell, Davey, Thompson & Bishop: "Symbolic Violence and the rise of the 'Elective' Home Educated population in England"	Paris: "Language, Capital and Linguistic Markets"	Koebli, Kucera & Schadler: "Habitus(con)figurations in the Entrepreneurial University"	Mendoza & Sepúlveda: "Division and Reconciliation of Habitus"	Curran & Rujas: "A Bourdieusian analysis of the International Baccalaureate in Spain and its Impact on educational inequality"	Ydhag & Osman: "Institutional habitus in schools that perform against the odds"
	Barrow: "A Bourdieusian Perspective on the Employment Experiences of Home Educated People"	Hawlik: "*Bildungssprache* as a concealment strategy for distinguishing a middle-class institution?"	L. Zhang: "The Applicability and Methodological Challenges of Bourdieu's Capital Theory in the Study of Educational Inequality in China"	Zsanna & Durst: "Individual Success and Collective Gain? The Social Mobility of First-in-Family Roma Graduates"	Rujas, Alonso & Curran: "Navigating reform. A Bourdieusian Lens on Competency-Based Curriculum Enactment in Madrid Schools"	Skrobanek, Jobst & Jensen: "Reconstructing Street-Level Bureaucrats' Understanding of Educational Inequality in Light of Pierre Bourdieu"
Chair	Stenhouse	Manzano	Wöhrer	Gruber	Tarabini	tba

	DAY 1 (Wednesday 3rd September)				
	Parallel Session 2: 14.00-15.30				
Session	Session A	Session B	Session C	Session D	Session E
Stream	Emotions, Wellbeing and Inequality	Family, Class and Education (1)	Education and Social Practice	Intersectional Perspectives on Social Mobility (2)	Gender, Class and Higher Education
Room	14A	14B	12	11A	11B
Type	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session
Authors	Kruger: "Student wellbeing and school care practices within a landscape of inequality"	Alonso: "Turning Points in Parental Involvement: The Impact of Cultural Capital"	Jobst: "The praxeological perspective on 'education' as a new basis for research on educational inequality"	Rowell, Marvell & Walters: "You are what you speak. Accentism within UK postgraduate education and intersections of class, gender and race"	Wilson-Thomas: "Social Haunting in First-Generation Student Accounts of Higher Education: A Bourdieusian Feminist Analysis"
	Z. Zhang & Mu: "Unequal Family Capital and Differentiated Social-Emotional Skills: A Bourdieusian Quantitative Study of Chinese Students"	Kilmor Maman, Fast & Feniger: "The Role of Parents' Cultural Logics in Shaping Social Reproduction Practices"	De Nieves: "Mapping the Gravity of Educational Inequalities: A Bourdieusian Model of Social Practice in Higher Education"	Palma-Amestoy & Sepúlveda Sánchez: "Perceptions of the Chilean Elite: Tensions and Contradictions Among Upwardly Mobile Indigenous and Non-Indigenous Men"	Finn, Allen, Cohen, Hardy, Brouwers, Kill & Zhong: "Student work, misrecognition and hierarchies of 'experience' in Higher Education"
	Cheung: "The Reproduction of Social Capital in Families with a Person with Schizophrenia in Hong Kong"	Mendoza & Rojas: "Divided Habitus among Professional Middle Classes in the Educational Market"	Schwarz: "Contrasting the Concepts of Practice and Action in the Social Theories of Pierre Bourdieu and Bruno Latour"	Sepúlveda: "Rethinking Social Mobility through Collective Agency and Cultural Wealth in Chile"	Brooks & Hall: "The intimacy of talk and bodies in the early childhood workforce"
Chair	tba	Ginner	Lessky	Wöhrer	Stenhouse

	DAY 1 (Wednesday 3rd September)					
	Parallel Session 3: 15.45-17.15					
Session	**Session A**	**Session B**	**Session C**	**Session D**	**Session E**	**Session F**
Stream	Professional Identity and Higher Education	Family, Class and Education (2)	Youth, Aspirations and Pathways	International Mobility and Education (1)	Race, Migration and Education (1)	Linking Bourdieusian Tools
Room	14A	14B	12	11A	11B	16
Type	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session
Authors	Skanderova: "Gendered and classed professional identities analyzed through habitus of first-generation medical and law students"	Fast, Feniger & Klimor Maman: "Opportunity Hoarding in Disadvantaged and Marginalized Contexts"	Gil: "The influence of young people's role models in their imagined futures"	X. Zhang, Soong & Mu: "The 'excluded elite'? A Bourdieusian study of Chinese parental engagement in the International Baccalaureate (IB) internal assessments"	Lin-Januszewski: "Interrogating racialized inequalities in German higher education through Bourdieu and intersectionality"	Lessky: "Combining Bourdieu's relational theory and the 'conduct of everyday life' concept to illuminate university students' experiences"
	Epp: "Educational advancement of non-traditional childhood education students"	Pagès, Termes, Neut & Bonal: "Middle-classes facing diversity in schools: experiences, subjectivities and tensions"	Danner: "The role of schooling in the formation of a political habitus of young people"	Patrick: "A study of opportunities and inequalities in international doctoral education"	Campion & Ingram: "Exploring Irish Travellers' Lived Experience of Schooling"	Manzano: "Is it possible to integrate the concept of identity in a Bourdieusian intersectional framework?"
	Rospigliosi: "Looking professional on social media: the changing habitus of graduate self-presentation"	Hall: "Conceptualising children's literacies beyond 'pleasure'"	Keil: "Affective learning and cultural capital accumulation by middle-class school drop-outs"		Cubalevska: "The Ukrainian Community and Conditions of Inclusion"	Giardiello & Capobianco: "The inequalities of the global field of education through the lens of Bourdieusian intersectionality"
Chair	Brooks	Ginner	Wöhrer	Boliver	Gruber	Scandone

DAY 2 (Thursday 4th September)					
Parallel Session 4: 11.30-13.00					
Session	**Session A**	**Session B**	**Session C**	**Session D**	**Session E**	**Session F**

	Session A	**Session B**	**Session C**	**Session D**	**Session E**	**Session F**
Stream	**Elites and Education (1)**	**Higher Education as a Field of Power**	**First-Generation Students (1)**	**International Mobility and Education (2)**	**Race, Migration and Education (2)**	**Higher Education Access and Transitions**
Room	**14A**	**14B**	**12**	**11A**	**11B**	**16**
Type	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session
Authors	Stenhouse & Taylor: "How autonomy enables the mobilisation of capital at two elite boys' schools in England"	Branch: "The Status of Populist Pedagogy in Post-92 UK Universities and the Perpetuation of Class Inequalities"	Curl: "Embodied cultural capital and performance among the upwardly mobile"	Naidu: "Thinking with illusio: Examining shifting investments in pedagogic settings"	Y. Li: "Different Strategies of Ethnic Minority Students in Guangxi facing Academic Challenges"	Romito: "Social acceleration, temporal structures and biographies in the processes of university transition"
	Ozerturk Sofu: "An alternative perspective on the experience of disadvantage at Turkish elite schools"	Gogoi: "A Political Economic Study of Emerging trends in Educational Policies in Twenty first century India"	Palma-Amestoy: "First-Generation Students at Elite Universities in Chile"	H. Li: "The Intersectionality of Identity and Institution in Chinese International Students' Educational Trajectories"	Shi: "Habitus in terms of spatial hierarchy: a case study on educational migration in Guizhou Province, China"	Boliver, Hampshire, Lewis, Marley & Lambell: "Inequalities in students' sense of social, cultural and economic belonging at a highly selective UK university"
	Halabi & Shoshana: "Dominant and Non-dominant Cultural Capital: Palestinian Graduates of an Elite School in Israel"		Shani: "First-Generation and Continuing-Generation Students in Second Tier Institutions"	Y. Liu: "Rethinking Habitus in a Transnational Context: A Theoretical Lens on International Student Mobility"		Whybrow, Connolly & Arico: "Do Cultural Capital, Habitus or contextual sources of Social Capital affect progression into HE?"
Chair	Gil	Mu	Petrik	Brooks	Ingram	Lessky

	DAY 2 (Thursday 4th September)					
	Parallel Session 5: 14.00-15.30					
Session	Session A	Session B	Session C	Session D	Session E	Session F
Stream	Elites and Education (2)	Teachers and Inequality	First-Generation Students (2)	Cultural Practices and Educational Inequality	Symbolic Violence, Vulnerability and the Role of Schooling	Education and Belonging
Room	14A	14B	12	11A	11B	16
Type	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session	Paper Session
Authors	Pásztor: "From Access to Success: Merit, Capital, and Academic Success at an Elite Graduate School"	Ambrose & Agren: "Inclusion and Resistance: University Teachers' Experience of Inclusive teaching"	Lin-Januszewski: "Mystification, Classification, and Self-Perception: Symbolic Violence in First-Generation Students' Higher Education Transitions"	Hoegkil: "Social consecration through music education"	Torres & Vigo Arrazola: "Recognizing the voices of students in contexts of vulnerability"	Rawat: "Intersecting Habitus and Pedagogic Discourse: An Ethnography of an Urban Classroom in Delhi"
	Karaman & Sunar: "Constructing the Institutional Habitus of a Muslim High School in Türkiye"	Bar-Haim & Shani: "The Bourdieusian Paradox: Teachers' Cultural Capital and Educational Reproduction"	Hamid: "Mapping Out Layers of Disadvantages and Possibilities of Social Mobility in Pakistan's Education System"	Flores Baltazar: "Educating through television and the symbolic changes of Classical Music in Post-Revolutionary Portugal"	Weitkaemper & Naimi: "Rethinking Vulnerability with Bourdieu: Symbolic Violence and Relational Authority in the Classroom."	Aalou: "School Composition and School Belonging: a post-Bourdieusian narrative review"
	Penn: "Reconciling institutional habitus and doxa: the case of Oxford University's admissions norms"	Persson & Dannefjord: "Teachers' Professional Dispositions and the Structure of the Segregated and Diversified Swedish School-market"	Yamazaki: "Parental Support in the Process of Upward Social Mobility in France"	B. Zhang: "Transforming Fields: A Bourdieusian Framework for Equity in Transnational Higher Education"	Mccarthy: "(Mis)recognising the symbolic violence of academically selective education in England"	De Coninck, Vantieghem & Stevens: "How Social Capital Fosters (or Fractures) Belonging in Higher Education: A Bourdieusian Study of Ethnic-Minority Experiences"
Chair	Tarabini	Curran	Petrik	Naidu	Gil	Weiß

	DAY 3 (Friday 5th September)				
	Parallel Session 6: 09.30-11.00				
Session	Session A	Session B	Session C	Session D	Session E
Stream	Graduate Transitions and Employment	Social Space, Field and Class	Researching Educational Inequalities with Bourdieu: Contributions from Germany	Narratives of Social Mobility: Writing Class Journeys in Higher Education	Understanding Learner Trajectories through the Interplay of School and Family Habitus
Room	14A	14B	12	11A	11B
Type	Paper Session	Paper Session	Symposium	Symposium	Symposium
Authors	Isopahkala-Bouret, Laaksonen & Haltia: "Campus recruitment fairs as sites for exchanging aesthetic capital"	Chinen, Kurihara & Tanaka: "Social Space and Educational Misery in Japan: A Bourdieusian Mixed-Methods Approach"	Wieczorek & Schneickert: "Class background, pupil's habitus and educational inequalities. Quantitative reconstruction of habitus through learning strategies"	Schwarz: "Writing Autosociobiography as a Tool for Refining Research Focus"	Lecuyer & Oberti: "Is gentrification contributing to produce more social mix at school?"
	C. Liu: "A discussion on the reproduction-driven agency of non-privileged Chinese international students in their post-graduation returning employment trajectories"	Mu: "A longitudinal study of class relations in Australia: A Bourdieusian multiple correspondence analysis"	Zosel: "Habitus hermeneutics and inequality in citizenship education"	Schlögl: "Shame, Social Inequality, and the Construction of Academic Identity"	Marroccoli, Caciagli & Trifuoggi: "The Mutual Influence of Middle School Habitus and Segregation Mechanisms at Entry and Exit"
	Gregory & Archer: "Challenging hierarchies in educational qualifications"	Kelly: "A field analysis of state work in England and Germany"	Keil: "A relational lens on educational inequalities"		Farrè, Bustamante, Gedda & Tarabini: "Shaping Learner Identities, School Experiences and Trajectories Across Social and School Contexts"
Chair	Weiß	Gruber	Keil & Graf	Parzer, Petrik, Wöhrer	Scandone & Cordini
Discussant			Ingram	Parzer	Scandone & Cordini

			DAY 3 (Friday 5th September)		
			Parallel Session 7: 11.30-13.00		
Session	Session A	Session B	Session C	Session D	Session E
Stream	A Relational Turn in Learning: A Bourdieusian Sociological Perspective	Bourdieu applied: Translating Bourdieu into educational practice in the context of social and ecological transformation	Bourdieusian mentoring practices: an interdisciplinary roundtable discussion	Risky Transitions and their Contribution to the Reproduction of Inequality	Shaping pupils with words? Cross-perspectives of the categorisation of pupils in the educational field
Room	14A	14B	12	11A	11B
Type	Symposium	Symposium	Round Table	Symposium	Symposium
Authors	Tarabini: "Field, Capital, and Habitus: Theoretical Foundations for a Relational Sociology of Learning"	Breit: "An ethnographic inquiry of the reproduction of social inequity in German schools"	Albert Keil Ronge	Zehetner & Fernandez: "Beyond singular events: How school cultures and social contexts shape transitions"	Michiels & De Pascale: "Legimisation and Transformations of Teachers Categorisations"
	Llos: "Teachers' Conceptions of Learning: A Relational Perspective on Teaching and Learning Practices"	Bedersdorfer: "Social, Educational und Political Inequality in Child Welfare Institutions and What to Do about it"		Wöhrer: "Experiencing and coping (with) school failure and school dropout"	Crosby & Andre: "Working With Hard-To-Reach Youths in Brussels in Neoliberal Policy Context"
	Arboix: "(Dis)Taste for Learning: Identity, Habitus, and Educational Inequality"			Duncan: "Navigating responsibility: Young people's strategies in the face of failed transitions"	Ceccone: "Teachers' Judgments and Practices in School Guidance, Reception, and Negotiation by Students"
				Holzmayer & Gitschthaler: "Navigating gender boundaries: Male students' pathways into primary school teaching in Austria"	Jacobs & Verhoeven: "'Nerds' and 'Thugs', 'Popular kids' and 'outcasts'… the structural and local dimensions of youth categorisations"
Chair	Tarabini	Gruber & Ginner		Danner	De Pascale & Michiels
Discussant	Scandone	Rothmüller			

Paper Session 1A: Wednesday 3rd September 2025
11:30 – 13h

What were free schools free from?
David Bray (University of Birmingham)

This paper summarises key findings from a PhD thesis, which considers the interface between individual freedom and central government control within the context of free schools created by the 2010 - 2015 Conservative-dominated coalition government. Free schools were positioned as a superior school-type, a mechanism which allowed leaders to utilise innovation for the benefit of parent-consumers. However, free school proposers needed to negotiate rules used by central government to approve suitable applications (application-assessment), and, once open, a regulatory framework applied to all state-funded schools. The tension between freedom and control is seen as one part of what Bourdieu described as a field, a bounded social space where key individuals, or groups, use power to control entry. The field reflects the dynamics of a relentless competition, defined through its doxa, or rules of the 'game'. Reflexive Thematic Analysis (RTA) is used to analyse themes and thematic groups prominent within official-discourse, innovation practice within a random sample of 'established' free schools approved before the end of 2013, and testimony captured from interviews with individuals involved with free school applications. This provides insight into the 'currency-value' of the field, its doxa, and how individuals may have misrecognised the way rules controlling the 'game' could be seen as arbitrary. Analysis shows that successful proposers required existing credentials associated with a 'good' school or a 'good' multi academy trust. This 'exchange-value', defined by Central government, ensured that free schools met its needs, and therefore maintained the official cultural values of 'good' schools, 'good' pupils and 'good' teachers.

Symbolic Violence and the rise of the 'Elective' Home Educated population in England; a response to a failing school system rather than an active choice
Lisa Russell, Katherine Davey, Ron Thompson, Jo Bishop (The Manchester Metropolitan University

The number of Elective Home Educated (EHE) young people in England has been increasing since Covid-19 brought disruptions to children's education and propelled school deregistration rates. Yet there is a dearth in attention focusing on this increasing and vulnerable community. In this paper we take a Bourdieusian theoretical approach, using the analytical lens of 'symbolic violence' to understand this rise and changing nature of the Elective Home Educated population in England. Data is drawn from the Leverhulme Trust funded MINE project that maps early interventions for young people vulnerable to becoming NEET (Not in Employment, Education or Training). We draw upon our EHE related corpus of data that includes interviews and observations with 23 EHE young people, 10 family members and 11 EHE professionals. Findings suggest that many of our EHE experienced young people have experienced trauma within their mainstream school and feel compelled into taking an EHE pathway, despite knowing very little about what this commitment entails. For many families, taking their child out of mainstream school is a reaction to a feeling that their needs have not been met. EHE people report experiences of bullying, and mismanagement of their (un)diagnosed Special Education Needs and Disabilities (SEND), mental health and anxiety needs. We explore the extent to which symbolic violence is recognised and misrecognised by the EHE young people, their families and the professionals working with them and problematise the relationship between symbolic violence and social justice. The dominant axiom that prevails seem to be one of the child needing to adapt to the school, rather than the (mainstream) setting adapting to the child's individual needs. Current legislation legitimises EHE as an alternative for young people who would otherwise be excluded from school, distorting exclusion and NEET figures, and harming young people's access to a fair and equitable education.

A Bourdieusian Perspective on the Employment Experiences of Home Educated People
Rachael Barrow (Lancaster University)

The focus of this paper is to critically examine the different ways that home educated people have self-reported experiencing work and employment given their atypical formative 'field' experiences (Bourdieu, 1977; Bourdieu, 1984). My starting position being how home educated people share an absence of the formative 'field' of mainstream education through their limited to no engagement with the event of 'school' and its 'hidden curriculum' (Bowles and Gintis, 1976). Bowles and Gintis (1976) have argued how the 'hidden curriculum' is essential for preparing children for their future experiences in other institutions such as work organisations, which in themselves are sites that reproduce the social inequalities and practices embedded within institutional schooling (Bourdieu and Passeron, 1977). This means that home educated people could be viewed as being at a disadvantage when it comes to experiencing the 'field' of employment because of their lack of capital and typical dispositions that are common amongst people who have been to school. However, Barrow (2024) found that home educated people self-reported how their experiences of an alternative 'sub-field' of the 'field' of education had in fact been an emancipating opportunity that put them in an advantageous position when gaining entry to, navigating, and experiencing the subsequent 'field' of employment. Interestingly, they particularly reported how they had been able to 'see through' the unequal social relations and practices inherent in work organisations because of their atypical formative field experiences positioning them as 'outsiders' to the mainstream 'field' (Ingram and Abrahams, 2016). Therefore, this paper demonstrates the utility in using Bourdieu's traditional theory of practice in a novel way that critically examines the personal experiences of a group of people who have not been looked at before through a Bourdieusian lens and whose educational experiences are often underrepresented in existing literature (Fensham-Smith, 2021).

Paper Session 1B: Wednesday 3rd September 2025
11:30 – 13h

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Stream: Language and Power
Room: 14B

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"There was an eight year old cursing like a truck driver. It was awful". Perceptions of high school students on linguistic practices and social class
Sanna Aaltonen (University of Turku)

In this presentation, I focus on the intersections of language and social class as perceived by 16–19-year-old high school students. Drawing upon 25 thematic interviews, I explore how linguistic practices are seen to reveal and construct class differences. The analysis is based on Pierre Bourdieu's (1991) ideas about linguistic capital, and the acceptability and legitimacy of language. Furthermore, following Bourdieu's conceptualizations, the high school can be considered a specific linguistic market with its own laws, rituals, and values of linguistic expression. These issues are linked not only to language skills and the values attached to different languages (Juvonen et al. 2023), but also to linguistic differences among Finnish speakers. In this presentation, I focus on two linguistic phenomena: swearing and words of foreign origin, the so-called "big words," to which young people referred in their observations of distinctions constructed through language. Both swear words and words of foreign origin are stereotypical markers thought to reflect the education and social status of the speaker. They can also be seen in Simmelian terms as lower and upper sociability thresholds. While Simmel (1949) refers to topics of conversation with the notions of upper and lower thresholds, I suggest these can be applied to linguistic forms such as swearing and words of foreign origin, which can be considered threshold crossings. The presentation is part of the research project "Linguistic Variation, Social Class, and Experiences of Inequality in Eastern Finland" (LINSOC, 2023-2025), funded by the Finnish Cultural Foundation's regional funds.

Language, Capital and Linguistic Markets: The Case of Educational Inequalities in the Acquisition and Mastery of English in France
Guillaume Paris (Paris 1 Panthéon-Sorbonne University / European Centre of Sociology and Political Science (CESSP)

This presentation is based on a quantitative analysis of the "Cultural Practices of the French" survey (2018) and around twenty biographical interviews conducted as part of my PhD with French adults who have undertaken to learn English. It aims to study the unequal distribution of English skills in the French social space, by exploring the underlying processes and the resulting social inequalities.

Grounded in both theoretical and empirical approaches, this presentation argues that combining the concept of cultural capital with the less explored concept of the language market (Bourdieu, 2001) allows us to conceptualise inequalities in English proficiency. It is based on the idea that "the propensity to acquire the dominant use of the language is dependent on the chances of access to the markets in which this use has value and the chances of succeeding there" (Bourdieu, 1977, p. 27). This framework enables the analysis of the propensity to acquire proficiency in English (depending on exposure to various English linguistic markets) and the unequal opportunities to convert this proficiency into capital. It offers a renewed perspective on the links between capital and language markets in the production of educational and occupational inequalities.

The presentation will be structured in two parts. First, it will show how the French education system facilitates the acquisition of English among upper-class children, while contributing to a less favourable relationship with this language among those from working-class backgrounds. Then, an analysis of the trajectories of adults who are learning English will highlight the role of their socialisation and their exposure to language markets (private lessons, stays abroad, professional use) in their chances of mastering English and their learning aspirations.

Bildungssprache as a concealment strategy for distinguishing a middle-class institution?
Rainer Hawlik (University College of Teacher Education Vienna)

The Austrian education system is characterised by the tension between the German-speaking monolingualism of the public school system and the multilingualism of the student body. In Vienna, sixty percent of children starting school do not speak only German. Nevertheless, the school has the latent function to organise the cult of a culture that can only be offered to all because it is in fact reserved for the members of the classes whose culture it has always been. Accordingly, in recent years Austrian schools have introduced various measures for learning German, including, since 2018, separate classes for learning German. This newer variant of German teaching ties in with "doing nation" and (re)produces nation-state linguistic and social orders that have been built up. Even in curricula for these separate classes, there is talk of pupils who must learn the so-called Bildungssprache early on. Bildungssprache refers to an elaborate linguistic code of language that is not precisely described in textbooks, curricula or language proficiency assessments, but which plays a crucial role in school-based selection. This theoretical, non-empirical analysis offers relational thinking in the study of educational inequalities. It examines with Bourdieusian analytical tools how the elimination of educational inequality seems to degenerate into a question of the right use of language and how the cultural inequality of children from different social classes is ignored.

Paper Session 1C: Wednesday 3rd September 2025
11:30 – 13h

Footnotes to Bourdieu: Informal Conversations as a method to extend Academic Habitus in Universities
Zachery Spire (Oregon State University)

In an era of globalized higher education driven by normative metrics, reputational capital rankings, and competitive funding, how do we locate 'me' without disavowing 'we' in a university? Across history in the American Academy, academics have been subject to identity development that attempts to simultaneously hold two possibilities: one needs to be productive for and in an academic setting, and, one must understand how to navigate the personal and professional relations within which one is in situ. Using the Bourdieuan concept of Habitus, I attempt to disentangle how institutional policies, planning, and practice continue to reify and amplify academic work as teaching and research, drawing specific attention to the marginalizing of informal practices and social relations that underpin these academic projects, practices and relations. To develop these points, I draw from a series of informal conversations with academics, administrators, and professional staff members from across my current institution, Oregon State University (Corvallis, Oregon, United States). Using informal meetings and 'Coffee Talks', I spent time learning about how my participants frame their roles and responsibilities and the strengths and limitations of the current ways their work is situated and valued within the institution. Findings highlight the extensive range of dimensions academics and staff use to frame themselves, their work, and their roles and responsibilities. Key notes include the importance of social relations with peers and colleagues across a range of departments and colleges throughout the State. Moreover, the importance of creating and sustaining an individual 'Habitus' to navigate the inter/intra-relations that provide support for administration, teaching, and research for participants across the institution were key findings. I hope this paper drives further discussion on how to utilize informal conversations to better understand the range and nuance of academic and professional habitus within my home institution and universities more generally.

Habitus(con)figurations in the Entrepreneurial University – The Chameleon Habitus of Non-English-Native Scholars in the DACH Region
Nathalie Ann Koebli, Teresa Kucera, Cornelia Schadler (Department of Education, University of Vienna)

Our project on publication practices in the social sciences (FWF- P 35575), included 34 interviews with non-English-native scholars (21 from the DACH region) from sociology and education. We used Feely's (2020) assemblage analysis, as well as habitus(con)figuration as concept as method (Köbli, 2024), to analyze our data.

Findings show that processes of 'internationalization' create two self-contained research assemblages for non-English-speaking social scientists in the DACH region. While scholars are embedded in local research communities with specific linguistic, theoretical and methodological norms, they are also embedded in international research environments. However, internationality does not mean the global exchange of local knowledge, but adhering to a separate, self-contained space with its own (mostly Anglo-American) linguistic, theoretical and methodological norms. This creates a meta-national research assemblage in which specific habitual practices are required to be considered 'successful'. As a result, non-English-native researchers display a 'chameleon habitus' (Abrahams & Ingram, 2013), switching their academic habitus between their local and the meta-national research assemblage.

Abraham and Ingram's (2013) concept of the chameleon habitus helps explain how non-native English-native researchers navigate the entrepreneurial ethos of higher education. While universities .prioritize international performance, academics feel an ethical obligation to serve local communities, leading to 'chameleoning' practices. These findings show that non-English-speaking social scientists face inequalities that go beyond language skills and require them to shift their academic habitus between local and a meta-national research fields.

The Applicability and Methodological Challenges of Bourdieu's Capital Theory in the Study of Educational Inequality in China
Linjie Zhang (University of Vienna)

This literature review explores the applicability of Bourdieu's capital theory in studying educational inequality in China, emphasizing the utility of his analytical tools, relational thinking in inequality research, and methodological challenges concerning experience, practice, and process. While Bourdieu's concepts of cultural, social, and economic capital have been widely employed to analyze educational disparities, their effectiveness in China's distinct socio-political and educational landscape requires further empirical examination.

Methodologically, Bourdieu's framework assumes educational inequality is reproduced through capital accumulation and conversion. However, China's rapid social transformations introduce high fluidity, complicating the measurement of cultural capital. Empirical studies using social network analysis, longitudinal interviews, and ethnography attempt to test Bourdieu's concepts but face difficulties in adapting them to local realities, such as the role of political capital in stratification and the rural-urban divide's impact on capital accumulation.

Relational thinking highlights that educational outcomes are not isolated individual achievements but emerge within networks of social interactions and field dynamics. While Bourdieu's "field" concept explains competition in education, China's strong state intervention, hierarchical schooling, and marketized education create complexities beyond his original framework. Understanding inequality thus requires examining both familial capital and broader social relations.

Bourdieu's emphasis on practice and habitus also presents methodological challenges. His theory assumes habitus is stable, yet China's education system is undergoing continuous transformation due to policy shifts, commercialization, and globalization. The growing diversity of educational experiences demands methodological innovation, including mixed methods, experimental research, and big data analysis, to capture evolving inequality patterns.

Although Bourdieu's theoretical tools remain valuable, their applicability in China requires empirical validation and theoretical adaptation. Future research should further explore relational mechanisms and adopt diverse methodologies to deepen understanding of how capital operates in China's educational landscape.

Paper Session 1D: Wednesday 3rd September 2025
11:30 – 13h

Stream: Intersectional Perspectives on Social Mobility (1)
Room: 11A

Conative Dynamics: Social Class, Migration, and Aspirational Divides
Biorn Ivemark (Stockholm University)

Quantitative research over the past two decades has demonstrated that children of immigrants tend to have higher educational aspirations than their native peers, especially among youth from modest socio-economic backgrounds. In spite of this, surprisingly little research has focused on comparing how aspirations to attend university actually emerge among these youth depending on whether they have a migrant background or not. These aspirational disparities also need to be theorized further. Existing research strongly points towards processes of symbolic reproduction underpinning the high aspirations of children of immigrants, and while Bourdieu's social theory has been used extensively to theorize patterns of reproduction and social mobility as a function of social class, it has been used far more sparingly to understand the complexities that a family history of migration introduces. This presentation builds on a paper that compares the life histories of 34 first-in-family university students from immigrant and native backgrounds to explore the genesis of their ambitions to study at university.

I draw upon Bourdieu's lesser known concepts of conatus and social gravity to better conceptualize the dynamics of symbolic inheritance at play behind these aspirational differences. In so doing, I show that migration is prone to produce a unique and partly mismatched dispositional matrix with a loose anchorage in the symbolic class structures of the host society and a corresponding affective valence. The study thereby contributes to a more nuanced understanding of the variety of factors that moderate the effects of class on educational aspirations while also extending current theorization of these patterns.

Division and Reconciliation of Habitus: The Case of Social Mobility Experiences of Mapuche Indigenous People in Chile
Manuela Mendoza, Denisse Sepúlveda (Universidad de O'Higgins)

Grounded in Bourdieu's concept of habitus (Bourdieu, 1990), we examine the social mobility experiences of Mapuche indigenous people in Chile who have accessed higher education. While drawing from Bourdieu's framework, we extend it by incorporating perspectives on ethnic inequalities and intersectionality (Crenshaw, 1987) to account for the specificity of Mapuche identities.

We interpret their social mobility as an experience of habitus disruption—a misalignment between position and disposition, resulting in a weak feel for the game within a given field. Using Ingram and Abrahams' (2018) habitus interruption typology, we analyze Mapuche professionals who appear to have successfully rearticulated their habitus, achieving what the authors term reconciled habitus—an integration of dispositions from both their field of origin and the professional sphere. However, we argue that the indigenous dimension of this experience reshapes the concept. Unlike class-based analyses, reconciliation in this context involves navigating social, cultural, and intersectional boundaries, marked by tensions between professional norms and Mapuche worldviews.

We propose three mechanisms of habitus reconciliation—acceptance, versatility, and empowerment—each illustrating how indigenous heritage informs the rearticulation of dispositions. These mechanisms reveal the interplay between structural constraints and individual agency, challenging the notion that habitus transformation is primarily class-driven. Ultimately, this paper highlights the fluidity of habitus and the ways in which indigenous perspectives enrich broader theoretical discussions on social mobility and inequality.

Individual Success and Collective Gain? The Social Mobility of First-in-Family Roma Graduates
Nyiro Zsanna, Judit Durst (HUN-REN Centre for Social Sciences)

This paper examines the education-driven mobility experiences of Hungarian first-in-family (FIF) Roma graduates, focusing on how individual social mobility can align with defending the collective interests of their group of origin. Using a Bourdieusian lens, we explore how these graduates experience shifts in habitus and capital, transforming their ties to their communities as they take on new roles as supporters and advocates within their group.

Social mobility is often conceptualised as an individualistic strategy that does little to alter structural inequalities, offering opportunities to a select few while leaving the status quo intact (Wright, 1997). Similarly, Reay (2017) describes how FIF working-class graduates in the UK experience mobility as an isolating process that distances them from their communities rather than uplifting them collectively.

Based on 103 interviews with Roma and ethnographic fieldwork at a pro-Roma programme, this study explores how the mobility of FIF Roma graduates shapes both their lives and their communities, particularly through the ways they navigate mobility while fostering collective progress and resisting the narrative of detachment from their origins.

We argue that upwardly mobile Roma with a reconciled habitus (Ingram & Abrahams, 2015) foster collective progress within the Roma community. While dominant narratives suggest that mobility necessitates detachment from one's origins, we highlight how these Roma graduates engage in 'giving back' through their work that benefits their communities. Their experiences challenge the idea that mobility requires sacrificing collective progress, showing instead that individual advancement can foster community engagement and shared gains.

However, this bridging role comes with emotional costs, as individuals navigate displacement, high expectations, and the heavy personal responsibility of addressing unresolved social inequalities. This underscores the need for structural interventions to ensure that bridging efforts contribute to lasting collective progress rather than remaining an individual burden.

Paper Session 1E: Wednesday 3rd September 2025
11:30 – 13h

Beyond Resistance: Reconceptualising Teachers' Experiences of Curriuculum Reform Through Habitus and Doxa
Nasharil N Ramli (The University of Manchester)

Teachers' encounters with curriculum reform create profound moments of professional reckoning, where established practices meet new demands for change. This paper details initial findings of a doctoral study investigating the experiences of four Malaysian English language teachers as they negotiate power relations and professional agency within recent CEFR-aligned curriculum reforms. Principally, this research presents an alternative way of understanding teachers' experiences of the current English language curriculum, revealing how teachers, while acknowledging the necessity for change, find themselves constrained by deeply embedded professional dispositions. Through Bourdieu's theoretical tools of habitus and doxa, the analysis demonstrates how teachers' conscious efforts to adapt are mediated by internalised teaching practices and taken-for-granted beliefs about language teaching.

Analysis reveals that teachers' struggles with new pedagogical requirements stem from complex interactions between their professional habitus - formed through years of teaching experience - and the doxa of Malaysian English language education. Their narratives reveal sophisticated negotiations between institutional demands and professional judgment, where teachers actively recognize the need for change while grappling with deeply embodied teaching dispositions. This is particularly evident in their engagement with communicative approaches and responses to assessment changes and imported teaching materials.

This Bourdieusian analysis suggests that successful curriculum reform requires more than just technical training or policy mandates; it demands understanding how teachers' professional identities and practices are shaped by deeper structural and historical forces. The study offers fresh insights into curriculum implementation and argues for reform approaches that acknowledge teachers' active engagement with change while recognising the powerful role of professional habitus and educational doxa in shaping their pedagogical possibilities.

A Bourdieusian analysis of the International Baccalaureate in Spain and its Impact on educational inequality
Marta Curran & Javier Rujas (Universidad Complutense de Madrid)

This study examines the adoption and reinterpretation of the International Baccalaureate (IB) curriculum within Spanish schools, focusing on its alignment or tensions with the national curriculum and its implications for young people's educational trajectories and opportunities. The IB program was originally designed to provide a common curriculum for the children of expatriates and diplomats. The official documents suggest that the IB program was conceived from its origins with a humanistic approach aimed at overcoming the fragmentation of knowledge and rote memorization. We believe that analyzing a program like the IB today is highly relevant due to its increasing popularity and its alignment with current educational debates, particularly those framed within a competency-based pedagogical approach. This study expands on Bourdieu's field theory to analyse how the enactment of

a global educational commodity like the IB interacts with local contextual features, including school communities, social compositions, and national curricular demands (Doherty, 2013).

Methodologically, the research employs a qualitative approach, conducting semi-structured interviews with 40 headteachers and IB tutors across 15 schools in Madrid, including 4 public and 11 private institutions with diverse social compositions and varying levels of experience with the IB program. The analysis focuses on teachers' discourses regarding the ideal student profile for the IB, revealing how these perceptions are deeply intertwined with the social characteristics and habitus of students. These dynamics influence educational opportunities for both IB participants and non-participants, perpetuating or mitigating inequalities. By uncovering these mechanisms, the study contributes to a deeper understanding of how institutional and social contexts shape the implementation of global educational mandates like the IB. We believe that the study may be relevant to the conference, as it highlights the interplay between global and local forces in perpetuating or challenging educational inequality.

Navigating Reform: A Bourdieusian Lens on Competency-Based Curriculum Enactment in Madrid Schools
Javier Rujas, Carlos Alonso, Marta Curran (Universidad Complutense de Madrid)

This study examines the enactment of Spain's 2020 educational reform, the LOMLOE, which establishes a competency-based curriculum as a cornerstone of its pedagogical approach. Grounded in Pierre Bourdieu's theoretical framework—particularly his concepts of field and logic of practice (Bourdieu, 1993)—the research investigates how this reform is interpreted, negotiated, and implemented across four secondary schools in the Community of Madrid. The study integrates Bourdieu's perspective with insights from more contemporary scholars, such as Ball et al. (2012), who explore policy enactment in educational settings. The study focuses on the relational dimensions of educational inequality, analysing how schools' internal dynamics, teachers' professional identities, and the social composition of their student bodies mediate the implementation of the reform.

Methodologically, the research employs qualitative techniques, including in-depth interviews with school principals, focus groups with teachers and documentary analysis. The findings reveal significant variations in how schools adopting the LOMLOE's competency-based model reform. Schools with pre-existing alignment to this reform, exhibit greater ease in adopting it although they express concerns about its practical challenges. In contrast, more traditional schools, particularly those with a low socioeconomic composition, face substantial barriers, including resistance to change, perceived bureaucratic burdens, and difficulties in reconciling competency-based evaluation with traditional grading systems.

The study highlights key tensions and ambivalences in the reform's enactment, such as the reinterpretation of competency-based practices to fit existing pedagogical norms, the persistence of "freedom of teaching" among educators, and families' scepticism toward innovative approaches interpreted as academically "soft." These findings underscore the role of institutional habitus and social context in shaping educational reforms and their potential to exacerbate or mitigate inequality. We believe the study contributes to broader discussions on how policy reforms are mediated by school-level practices and social structures, offering insights into the challenges of achieving equitable educational change in diverse contexts.

Paper Session 1F: Wednesday 3rd September 2025
11:30 – 13h

Unveiling Taste and Understanding Power Dynamics in Schools
Samiksha Rohilla (Jamia Millia Islamia)

This paper explores the concept of taste as a marker of social distinction drawing from the theory of Pierre Bourdieu, micropolitical dynamics in schools, and the methodological approaches of school ethnographies. Bourdieu's notion of taste has been used to understand how social class shapes educational attainment. However, this paper argues that taste also operates at a micropolitical level, shaping the everyday interactions and power dynamics in schools. The author also examines the significance of school ethnographies as a research method to bring out these nuances. The author argues that taste operates as a mechanism of exclusion and inclusion, shaping who gets to belong and who is marginalized within the school community as well as explores the ways in which students and teachers negotiate, resist, or reproduce these taste hierarchies and the implications of these processes for educational equity and social justice.

Institutional habitus in schools that perform against the odds
Carina Carlhed Ydhag, Ali Osman (Stockholm University)

Segregated schools in territorial stigmatized urban areas with a large majority of immigrant students with low SES and poor study results are generally regarded as a schooling practice which fosters social exclusion. Simultaneously, there are successful schools located in such areas that are performing on par with average national schools. We ask why are these schools more successful than their neighbouring schools?

The project includes three schools, one municipal and two independent schools. Independent schools operate alongside the public school system in Sweden; they are publicly funded and must follow the national curriculum and regulations of public schools. We are conducting ethnography fieldwork, focusing on the 7th, 8th, and 9th-grade classes and overall participant observations in the school, studying discourse and documents, conducting interviews, etc.

The paper analyses the local school culture of a primary independent school in a stigmatized suburban setting. In the analysis, Bourdieu's concepts of habitus and doxa are central (Bourdieu, 1977, s 168). In that sense, the collective dispositions and practices of the school are shaping a local field with a specific doxa – the institutional habitus. In our work in progress, we have observed a core group of teachers who have been working very efficiently together for a long time, ensuring the students reach high grades. However, the school has a new owner and changed its profile from confessional to non-confessional schools. These former circumstances have shaped the institutional habitus and the local doxa. However, having a new owner, new management, and new colleagues challenges the doxa differently. In short, the primary dispositions no longer align with their new social context – will it change the institutional habitus and if so, in what way?

Reconstructing Street-Level Bureaucrats' Understanding of Educational Inequality in Light of Pierre Bourdieu. A relational perspective
Jan Skrobanek, Solvejg Jobst, Joakim Jensen (University Bergen)

In this article, we explore how Pierre Bourdieu's work (Bourdieu, 1990) can be utilised to better understand and contextualise street-level bureaucrats' (Lipsky, 2010) situational definitions of educational inequality and their practical conclusions based on this framing.

To achieve this, we examine two cases of measures implemented by two Norwegian municipalities to tackle educational inequality. Drawing on qualitative interviews (N=19) and focus-group discussions

(N= 3) in a first step the paper reconstructs the social-discursive genesis and implementation of equality-inequality related conceptual interpretations and associated practices of street-level bureaucrats who work closely with marginalised young people (Fairclough, 2013). Next, we follow Bourdieu's focus on promoting reflexivity, aiming to better understand the role of street-level bureaucrats in shaping how temporal situational knowledge about inequality and marginalised young people is constructed and problematised against the backdrop of their practical experiences. Finally, we reflect the findings of our study within the broader context of Bourdieu reflections about educational inequality and social reproduction. The findings reveal two striking issues. First, the street-level bureaucrats in both cases describe growing complexities in education, which from their perspective trigger or exacerbate educational inequality. These complexities originate in what street-level bureaucrats see as disparities far beyond the field of schooling. Second, the results reveal two contrasting solutions to the perceived problem: a reproduction-oriented approach focusing on cultural capital, and a transformative approach aiming to change recognition practices in education. The first neglects power relations, while the second seeks to alter inequality-reproducing practices. The social genesis of these interpretations and resulting practices appears to be ritualised and preconscious.

Paper Session 2A: Wednesday 3rd September 2025
14 – 15:30h

Stream: Emotions, Wellbeing and Inequality
Room: 14A

Caring education for all? Student wellbeing and school care practices within a landscape of inequality: a case study of secondary education in Madrid, Spain
Veda Kruger (Universitat Autònoma de Barcelona)

Theories of culture of care and redistributive justice highlight equity issues in the distribution of schools' conditions to enact care towards student wellbeing (Lynch & Baker, 2005). Care, which can be understood as an affective form of capital essential for wellbeing, may also be reproduced unequally, as other forms of capital (Bourdieu, 1986). This framework guides a qualitative study that explored subjective experiences of student wellbeing, school care practices and socioeconomic inequality at public secondary schools in Madrid (Spain). Semi-structured interviews were carried out with 11 students from years 9 and 10 at one case study school, and 16 teachers and school counsellors from the same case study and another six schools. Reflexive thematic analysis led to key findings: firstly, student wellbeing is influenced mainly by peers/friends, academic experiences, and student-teacher relationships; secondly, school care practices contribute to student wellbeing especially through high quality, supportive and affective student-teacher relationships, inclusive and positive school/class climate, and spaces to feel heard and participate in; and finally, human and material resources are decisive for the enactment of care, especially in most segregated schools. Results provide insights into Reay's (2015) analysis on the affective/emotional experience of living in unequal societies, and her contribution to Bourdieu's work on the affective dispositions of the habitus to understanding inequalities in education. Implications for policy-making and school practice are discussed, to contribute to a just distribution of care for all, as a public good.

Unequal Family Capital and Differentiated Social-Emotional Skills: A Bourdieusian Quantitative Study of Chinese Students
Zhenying Zhang & Guanglun Michael Mu (Beijing Normal Univeristy & Univeristy of South Australia)

Research has documented the lifelong benefits of social-emotional skills (SESs) while raising concerns about their uneven distribution. This study – drawing on Bourdieu's sociology – focuses on students' SESs development in China – where rural-urban divide, rather than class and race observed in Western contexts – is the prominent axis of social inequality. Using data from 1,680 eighth-grade Chinese students and employing backwards and quantile regression models, we found differentiated

returns to family capital in shaping students' SESs, which are complicated by gender, hukou, and SESs distribution. Although fathers contribute less emotional capital than mothers, their emotional support is the strongest predictor of students' SESs, especially for those with urban hukou and higher SESs levels. In contrast, 'mothers' emotional capital has an anchoring effect, particularly among students with lower SESs, and does not interact with hukou. The study also confirms that parental cultural capital—whether institutionalized, embodied, or objectified—has stronger impacts at the middle and upper levels of the SESs distribution. Economic capital shows no significant effect. Overall, these findings suggest that the development of students' SESs depends more on cultural and emotional efforts than on economic investment, with differences based on gender, hukou, and SESs level.

Rethinking Educational Inequalities: The Reproduction of Social Capital in Families with a Person with Schizophrenia in Hong Kong
Vanessa Hoi Mei Cheung (Saint Francis University/The University of Hong Kong)

This study examines how educational inequalities are reproduced in the family relationships between individuals with schizophrenia and their parents in Hong Kong, using Bourdieu's conceptual tools of social, cultural, and economic capital. It highlights how unequal access to resources, knowledge, and networks perpetuates disparities in educational opportunities, particularly for families impacted by mental health challenges. Situated within Hong Kong's socio-economic and cultural context, the study reveals how family relationships act as sites of both support and systemic reproduction of inequality (Bourdieu & Passeron, 1990).

Adopting a mixed-methods approach, the research employs an explanatory sequential design. Phase one involves quantitative data collection from 308 dyads of individuals with schizophrenia and one of their parents, utilizing validated scales to measure economic, social, and cultural capital. Phase two features qualitative dyadic interviews with 16 selected pairs, analyzed through thematic analysis (Braun & Clarke, 2006) to uncover relational mechanisms that reproduce or challenge educational inequalities. The study also explores online social capital as a potential disruptor of traditional inequalities, offering new pathways for resource accumulation and knowledge sharing.

Expected outcomes include: (1) a deeper understanding of how family relationships perpetuate or mitigate educational inequalities via intergenerational capital transmission, (2) insights into the transformative potential of digital networks in addressing disparities, and (3) practical recommendations for educational and social policy interventions targeting vulnerable families.

By applying Bourdieusian theory to this underexplored context, the study offers a reflexive and relational perspective on educational inequality, challenging traditional understandings of capital reproduction and highlighting strategies for fostering equity in education.

Paper Session 2B: Wednesday 3rd September 2025
14 – 15:30h

Stream: Family, Class and Education (1)
Room: 14B

Turning Points in Parental Involvement: The Impact of Cultural Capital
Carlos Alonso (Universidad Complutense de Madrid)

This paper presents findings on changes in parental involvement as children transition to secondary education in Spain. We seek to understand how these transformations vary across families from different social backgrounds. The research uses a qualitative and longitudinal design, with in-depth interviews with parents conducted at two points (the first when children complete primary education, and the second two years later). Additionally, we carried out ethnographic observations in the schools attended by the children.

The findings reveal changes in parental practices depending on social class, mediated by the child's academic trajectory. When children perform poorly, they resist parental intervention, turning involvement into a process of negotiation and conflict. Parents' ability to navigate this opposition is tied to their cultural capital, leading to diverging dynamics between working-class and middle-class families. The former intensify involvement at first, but the limited efficacy of their practices leads to disengagement over time. In contrast, middle-class families adopt more effective strategies, which in turn persist in the long run.

This research highlights the importance of cultural capital in understanding family-school relationships (Lareau y Calarco, 2012). However, this effect cannot be understood as a monotonous causal flow (Abbott, 2001). Instead, family social class shapes parental involvement during critical moments that act as turning points, influencing its very evolution.

Instrumental or Expressive? The Role of Parents' Cultural Logics in Shaping Social Reproduction Practices
Shira Klimor Maman, Idit Fast, Yariv Feniger (Ben Gurion University of the Negev, Israel)

This study expands our understanding of how parental cultural logics shape parents' social reproduction practices. We explored parents' considerations for sending their children to a selective Advance Placement (AP) program in three Israeli middle schools through open night events observations and interviews of 56 parents. We focus on 24 middle- and upper-middle-class parents from a specific school.

The literature suggests several middle & upper-middle-class parenting logics: the cultivation of skills (Lareau, 2003), emphasizing children's well-being (Nelson, 2010), health, and safety (Jenkins, 2006; Reich, 2016), and acting on equality values (Fast, forthcoming).

We found that parents expressed instrumental logic, focusing on achieving external goals while maximizing children's capabilities, and expressive logic, focusing on shaping children's selves and emphasizing their well-being, experiences, and choices (Klimor Maman et al., 2023). However, their considerations regarding enrollment in the program were reactive to the program's extracurricular (after-school-hours) structure, local discourse stressing the program's prestige, participants' experiences of stress, and their children's preferences. When the child was not enthusiastic regarding enrollment, parents tried to avoid conflict through negotiation: instrumental logic was demonstrated by persuasion or providing incentives. Expressive logic was demonstrated in prioritizing children's well-being and agency, often leading parents to dismiss the opportunity. These choices have implications for the availability of seats in the program for other students.

The study contributes to our understanding of the interaction of national and local educational policies with parents' cultural capital (logics) and how it shapes children's educational opportunities. We contribute to the literature by highlighting the necessity of expanding the focus beyond parents' social mobility ('instrumental') logic, considering other cultural perceptions, such as self-expressive ideology, and suggesting that negotiations between parents and children around educational decisions are a significant dimension for further research.

Divided Habitus among Professional Middle Classes in the Educational Market
Manuela Mendoza, María Teresa Rojas (Universidad de O'Higgins)

In this paper, we present a case study examining how professional middle-class families in Chile navigate the educational market, giving rise to processes of identity construction marked by tensions and ambivalences. Through the schooling decisions of Julia and Luis, the parents of nine-year-old Victor, we explore the deconstruction of an upper-middle-class identity, where class and gender dimensions intersect.

Our study is based on qualitative research involving 15 middle-class families in Chile's capital, focusing on one particular family to analyze parental discourses surrounding identity ambivalences shaped by social mobility and the emotional stakes of school choice in a privatized education system.

We conducted recursive in-depth interviews with the family, analyzing the data through the principles of grounded theory.

Our findings engage with Pierre Bourdieu's (1990) concept of divided habitus, emphasizing the role of gender and social class in the emotional processes of shaping, unsettling, and reconfiguring habitus (Ingraham & Abrahams, 2018). Both parents articulate a discourse on school selection that underscores the importance of maintaining their acquired social position. However, the mother's perspective diverges, as she expresses feelings of pain and guilt stemming from decisions that deviate from her working-class background.

We argue that the divided habitus, its emotional ramifications, and its potential for rearticulation must be understood through the lens of gender and class experience.

Paper Session 2C: Wednesday 3rd September 2025
14 – 15:30h

Stream: Education and Social Practice
Room: 12

The praxeological perspective on 'education' as a new basis for research on educational inequality
Solvejg Jobst (Western Norway University of Applied Sciences)

Understanding and addressing educational inequality depends largely on the definition of 'education'. Despite its central role in society and in various academic fields, 'education' is often described ambiguously. This article conceptualises education through Bourdieu's theories of social reproduction (e.g. classical view of capital, habitus, social space) and his dynamic praxeological perspectives (alternative view of habitus, hysteresis, doxa). The aim is to develop a transformative concept of education. This will enable a praxeological and interdisciplinary analysis of educational inequality. The discussion begins with the praxeological perspective, linking fundamental, interrelated elements of practice to the concept of education. Understanding education as a practice means firstly that education has its own practical rationality - a rationality that is not captured by science or politics (Bourdieu, 1993). Furthermore, education The praxeological perspective on 'education' as a new basis for research on educational inequality appears as a product of material conditions, as a formation of subjectivity and society and as a transgression of practice. The latter in particular goes beyond the conventional theories of social reproduction in education and combines the emancipatory element of critical pedagogy with the theory of habitus. Education as a transgression of practice is discussed with reference to the hysteresis effect of habitus, whereby, for example, retention of habitus-based modes of action under changing social conditions is not seen as inflexibility, but rather as an opportunity for 'emancipation', in the sense of breaking through mechanisms that generate inequality. The paper concludes with methodological perspectives on the study of educational inequality, arguing for the broadening of research tools that emphasise a dynamic, processual approach to research in order to identify unexpected practices within and beyond the education system - practices that are essential for driving change.

Mapping the Gravity of Educational Inequalities: A Bourdieusian Model of Social Practice in Higher Education
Arturo De Nieves (University of A Coruña)

Educational inequalities are shaped by complex social forces, where access to elite institutions is often structured by hidden mechanisms of exclusion. While Bourdieu's conceptual triad of habitus, capital, and field provides a powerful framework to analyze these inequalities, the challenge remains: How can these forces be quantified to predict and explain educational trajectories?

This paper introduces a Bourdieusian Gravity Model (BGM)—a novel mathematical framework designed to measure the attraction forces between students and educational institutions based on

their capital composition. Inspired by Newtonian gravity models widely used in migration and trade research, the BGM formalizes how students' habitus is drawn toward or repelled by specific educational institutions due to their economic, cultural, and social capital structure. The model also incorporates field-specific capital conversion rates, allowing for a dynamic, relational understanding of how elite universities maintain exclusivity and how working-class students navigate institutional constraints.

To demonstrate its applicability, the paper presents a simulated dataset illustrating how different capital structures influence educational access and student mobility patterns. Findings suggest that students with capital structures misaligned with institutional norms experience symbolic distance, reducing their likelihood of academic integration. The BGM thus bridges Bourdieu's relational sociology with quantitative methodologies, offering new insights into elite reproduction, institutional stratification, and social mobility in higher education.

Contrasting the Concepts of Practice and Action in the Social Theories of Pierre Bourdieu and Bruno Latour
Corina Schwarz (University of Vienna)

This presentation analyses the different conceptions of action and practice in the work of French sociologists Pierre Bourdieu and Bruno Latour. While Bourdieu's theory of practice builds a dialectical bridge between individual dispositions (habitus) and social structures, Latour's actor-network theory (ANT) shifts the focus to networks in which both human and non-human actors act. This paper conducts a hermeneutic comparison of theories based on the comparative object of action, using selected major works by the two authors. It examines how the concept of action and practice is linked as a theoretical core to their respective socio-political concerns – in Latour's case the ecological crisis, in Bourdieu's case social inequalities – and to what extent these different conceptualisations reveal the fundamental theoretical differences between their approaches. I show that Bourdieu emphasises social inequality through structured practice, while Latour understands action as a network that reveals ecological dependencies. This presentation highlights action as a core category in social theory, showing how its definition reflects the authors' theoretical positions while also contributing to theory comparison efforts by distinguishing their approaches and clarifying fundamental conceptual divides.

Paper Session 2D: Wednesday 3rd September 2025
14 – 15:30h

Stream: Intersectional Perspectives on Social Mobility (2)
Room: 11A

You are what you speak: accentism within UK postgraduate education and intersections
Carli Rowell, Rosa Marvell, Hannah Walters (University of Sussex, University of Portsmouth, Kings College London)

This paper explores accent-based discrimination facing working-class postgraduate women in the UK highlighting contemporary mechanisms of reproduction and exclusion within UKHE. It combines Bourdieusian and intersectional analysis and synthesising two funded (ESRC & SRHE) research projects about working-class students' experiences within UK postgraduate education. Studies of undergraduate and faculty experiences highlight how accentism produces shame, Othering, questions over 'intelligence', and a (lack of) belonging. Little research explores how these dynamics manifest at postgraduate level, a lacuna this paper seeks to address. This is critical as postgraduate study is a gateway into spaces of academic knowledge production.

Analysis demonstrates that, despite acquiring symbolic capital and accessing the postgraduate field, accentism remains rife for participants, cross-cut by gender and class. Interviewees highlight how both peers and students drew attention to their accents in ways that mocked, Othered and fetishized them. This fed into questions of institutional legitimacy contributing to habitus clivé with intensification along

institutional geographic location and 'status'. However, whilst participants were invested in gendered and classed struggles for value, racialised oppressions and the influence of whiteness operated mostly under erasure (whilst participants of colour could be hailed into racialised tropes).

It concludes that accentism de/legitimises working-class postgraduates women in intersectionally situated ways within neoliberal academia, cementing and reformulating inequalities at this under-researched juncture of the HE pipeline. UKHE operates as a space which privileges white, middle-class, 'Western' knowledge systems (Bhopal 2024; Walkerdine, 2021) and if we are serious about challenging this then we must interrogate the ways in which intersectional exclusionary mechanisms, however subtle are at play within the pipeline to academic knowledge production.

Perceptions of the Chilean Elite: Tensions and Contradictions Among Upwardly Mobile Indigenous and Non-Indigenous Men
Carlos Palma-Amestoy, Denisse Sepúlveda Sánchez (Centro de Estudios de Conflicto y Cohesión Social (COES))

This study examines how upwardly mobile indigenous and non-indigenous men perceive the Chilean elites, shedding light on the tensions and contradictions that arise in their narratives. Employing a qualitative approach, 52 in-depth interviews were conducted with men from diverse sociocultural backgrounds, including representatives from indigenous communities and urban non-indigenous contexts. The analysis is informed by a theoretical framework that integrates Pierre Bourdieu's concepts of capital and field (Bourdieu, 1990) with insights from decolonial and indigenous studies (Quijano, 2000; Sepúlveda 2023), providing a nuanced understanding of how social hierarchies and power dynamics are constructed and contested.

The findings reveal that both groups share a critical perspective of the Chilean elite, viewing it as distant, exclusionary, and largely responsible for perpetuating structural inequalities. However, indigenous men's narratives reflect an additional layer of tension stemming from their experiences of cultural marginalisation and systemic racism. This is evident in their critique of elite spaces as culturally homogenised and resistant to indigenous agency. By contrast, non-indigenous men express their critiques within a framework of economic and political dissatisfaction, often overlooking the intersectional dimensions of privilege. Additionally, this study shows that upwardly mobile indigenous and non-indigenous men maintain a complex relationship with the elite. Having climbed the social ladder, they express conflicting views on the elite's openness, its defining characteristics, the boundaries and forms of exclusion it imposes, and their sense of belonging to it.

These findings contribute to a deeper understanding of the intersection of ethnicity, class masculinity, and power in contemporary Chile. They underscore the necessity of policies and discourses that foster inclusion while addressing the colonial legacy embedded in elite representations. This research enriches sociological debates on elites in the country and beyond (Atria et al., 2020) and invites a rethinking of social mobility from intercultural and gendered perspectives.

Indigenous Capital, Higher Education, and Beyond: Rethinking Social Mobility through Collective Agency and Cultural Wealth in Chile
Denisse Sepúlveda (Universidad Mayor)

This paper explores the lived experiences of indigenous people in Chile who have achieved upward social mobility, yet still encounter significant obstacles in their pursuit of middle-class positions. Notwithstanding these challenges, indigenous people devised strategies that reinforced their agency, fostered a sense of collective identity, and enabled resistance. Based on the theoretical frameworks of Bourdieu (1986), which concerns capitals, and Yosso (2005) on community cultural wealth, this paper proposes a rethinking of the social mobility of Indigenous people, with a particular focus on the role of higher education in their individual and collective trajectories. Through this analysis, I introduce the concept of "Indigenous capital" as central contribution of the paper. This research argues that Indigenous social mobility must be understood through collective agency, cultural wealth, and a critique of systemic structures. Indigenous capital, rooted in traditional knowledge, collective practices,

and community networks, emerges as a unique form of capital that facilitates not only the navigation of modern institutions, including universities but also resistance to marginalization.

Drawing on 34 interviews with Indigenous professionals from the Aymara and Mapuche communities in three different regions from the north (Arica and Parinacota), centre (Metropolitan), and south (Araucanía) of Chile, all of whom have experienced educational and inter generational social mobility to explore how these individuals navigate the challenges of intersecting class, ethnic, and territorial identities within the context of higher education. The analysis examines how participants leverage various forms of cultural capital, such as familial and linguistic resources, to succeed academically while developing strategies of resistance to systemic barriers within educational institutions. The analysis reveals complex and varied responses to social mobility. These narratives expose the nuanced realities of navigating a social landscape that continues to be shaped by colonial legacies and entrenched power structures.

Paper Session 2E: Wednesday 3rd September 2025
14 – 15:30h

Stream: Gender, Class and Higher Education
Room: 11B

Social Haunting in First-Generation Student Accounts of Higher Education: A Bourdieusian Feminist Analysis

Juliette Wilson-Thomas (Manchester Metropolitan University)

This paper critically engages with higher education policies in order to examine the purpose and functioning of higher education in the UK. Using a Bourdieusian Feminist theoretical framework, and the concept of 'social haunting', this paper evidences the personal and institutional value of 'widening participation' of students that is in conflict with policies such as 'graduate outcomes.' Using epistolary (use of letters), and semi-structured interview methods, longitudinal data comes from the accounts of 20 working-class women studying on an education-based foundation course at a university in England over two different cohorts. These experiences evidence the complexities 'non-traditional' students may navigate in relation to prior educational experiences (social haunting), and what value they perceive in, and contribute to, higher education. The central argument is that inconsistencies in policies demonstrate a conflict in the rationales framing UK higher education, and the evidence herein provides an opportunity to understand the impacts and potentials of how we structure and provide higher education.

The symbolic violence of 'Earning while learning': Student work, misrecognition and hierarchies of 'experience' in Higher Education

Kirsty Finn, Kim Allen, Rachel Cohen, Kate Hardy, Lilith Brouwers, Cassie Kill, Mia Zhong (University of Manchester)

Recently there has been renewed attention in students working alongside their studies – 'Earning while Learning' (EwL) – with debates referencing neoliberal funding reforms and a cost of living crisis as key drivers (The Sutton Trust, 2023). In the UK, discourse around EwL for Higher Education students focuses on the (negative) impacts on learning experiences, attainment and outcomes (Curnock Cook and Brabner 2024). This contrasts sharply with sector-wide initiatives that prioritise and promote unpaid internships and placements within the 'graduate employability' remit. Whilst the latter is heralded as essential to students' experiences and futures, despite excluding marginalised students (The Sutton Trust 2025), part-time paid work is characterised as a distraction, that holds little value or meaning to those undertaking it.

Analysing data generated during a three-year UKRI-ESRC mixed-methods study, this paper interrogates EwL for students in England. First, we outline the changing shape of EwL, in relation to hours worked, rates of pay, and employment sector. Further, we present data from (1) focus groups with 83 young

women in schools, Further and Higher Education institutions and (2) interviews with working women aged 23-29, to unpack the various perceptions, meanings and experiences of EwL. We consider how part-time work, and the framing of EwL, acts as a form of symbolic violence for women in education. Specifically, young women students are both compelled to EwL – due to diminishing financial support for and rising costs of study – and simultaneously invited to see this work (and themselves) as inherently valueless. We argue that different currencies and hierarchies of 'experience' – promoted within education and Government policy – allow for the misrecognition of EwL (and those undertaking it) as trivial and insignificant. This thereby leads to the gradual acceptance and internalisation of poor pay and conditions among women EwL, limiting opportunities for agency.

The intimacy of talk and bodies in the early childhood workforce: embodied cultural capital
Ruby Juanita Brooks, Melanie Hall (Manchester Metropolitan University)

Women's interests tend to be trivialised, and their labour (emotional and paid) unrecognised. Meanwhile, the sociology of personal life has highlighted the importance of friendship in everyday life in terms of support and the intensity of such binds which are significant for women's political, cultural and intimate citizenship (Roseneil, 2004; 2014). Early years settings present an opportunity for exploring women's everyday intimacies in an environment where practices are simultaneously remarkable and mundane. Remarkable in the sense their professional role in the care and development of other people's children; mundane due to the domestic tasks their roles entail. This paper draws on interviews carried out with 11 female identifying early years practitioners for the doctoral study Femininity, Class & Status: The societal devaluation of the female early years workforce, which explored professional identities and everyday interactions. As the early childhood workforce is 97% female dominated, and a predominantly working-class space, this perpetuates the traditional woman-as-caregiver role, reinforcing societal marginalisation. The neoliberal regulation of the workforce, and the deliberate policy incentives that maintain the continuation of women's oppression, have prevented a rise in the status or pay of the sector (Brooks, 2023). A critical feminist exploration of the embodied intimacies of this sector is an important sociological contribution. Data illuminate experiences of women who spend their working lives in close proximity in the routine of early years settings, and thus the enactment and embodiment of everyday intimacies. Women utilise these intimacies to resist neoliberal, managerial oppression and regulation through the development of their relationships with each other. The paper explores women's intimacies and how they can be embodied as a form of cultural capital in a working class, female dominated space, drawing on Bourdieusian conceptualisations of habitus.

Paper Session 3A: Wednesday 3rd September 2025
15:45 – 17:15h

Stream: Professional Identity and Higher Education
Room: 14A

Gendered and classed professional identities analyzed through habitus of first-generation medical and law students
Tatana Skanderova (Charles University)

School systems are inherently selective. Vertical selectivity sustains class inequalities by allocating qualifications for professions with varying prestige and financial rewards (Bourdieu & Passeron, 1990). Horizontal selectivity reflects differences in the prestige, applicability, and financial returns of degrees from various higher education institutions and fields of study (Reay, 2017). The mechanisms guiding individuals' choices within social space, and contributing to either social and gender reproduction or mobility can be analyzed through the concept of habitus: a set of dispositions that structure the field of possible choices and are incorporated into an individual's identity (Bourdieu, 1998, 2000). Accordingly, first-generation students tend to select less prestigious universities or fields of study that align with their family habitus (Reay et al., 2005, 2010). However,

little is known about the role of habitus in shaping their professional identities when they pursue prestigious fields. This paper, based on a qualitative analysis of repeated semi-structured interviews (N = 9), examines how first-generation medical and law students develop professional identities in relation to their class and gender identities. Regarding social class, most participants' professional identities are shaped by a utilitarian approach to higher education (Lehmann, 2009) and lower level of feeling that they 'fit in' (Aries & Seider, 2005, 2007). Regarding gender, most women prioritize pragmatism (Hamilton, 2014) and work-life balance (Fernández, Ryan & Begeny, 2023) which is not the case for men. Only those students who embrace the masculine ideal of a strong, independent, self-actualizing worker move beyond utilitarianism and pragmatism. This paper aims to stimulate discussion not just on the intersection of analytical categories of social class and gender, but also on the interconnection of sociological and psychological perspectives concerning social class, gender, habitus, and social identity.

Educational advancement of non-traditional childhood education students
Andre Epp (Brandenburg University of Technology Cottbus-Senftenberg)

In 2009, the German Standing Conference of Ministers of Education and Cultural Affairs (Kultusministerkonferenz) passed a resolution on 'access to higher education for vocationally qualified applicants without a school leaving certificate' (KMK, 2009), which opened up higher education institutions. People who do not have a school-based higher education entrance qualification, but who have completed further vocational training, now have the opportunity to study at a higher education institution. This phenomenon is also discussed under the term third educational pathway (Dahm et al., 2013).

Findings on the third educational pathway have shown that these people, who are also referred to as non-traditional students, come disproportionately from milieus that are disadvantaged, e.g. economically, socially and also with regard to the acquisition of educational qualifications (Baptista, 2011, p. 754; Miethe et al., 2014, 74). Non-traditional students have largely been studied through exploratory and descriptive approaches (Jürgens & Zinn, 2015, p. 51), with limited thematic focus on specific study profiles. Consequently, in-depth qualitative research is lacking in Germany. A current DFG project addresses this gap by examining non-traditional students in early childhood education from a biographical perspective.

From a biographical perspective – using classical analytical tools to study educational inequalities of Bourdieu (1983) – it is illustrated how students of non-traditional childhood education shape and create the processual nature of the less institutionally pre-structured educational advancement themselves. It is shown that vocational education in particular promotes a confidence in their own performance that has been buried by school actors. It is also made clear that, in contrast to the first and second educational pathways (Freitag, 2012, p. 29ff.), there is no distancing and alienation from the milieu of origin, as educational advancement is a well-considered decision that is particularly linked to professional development and professionalization efforts.

Looking professional on social media: the changing habitus of graduate self-presentation
Asher Rospigliosi (University of Westminster)

As graduates face the end of their studies, the field shifts and uncertainty increases. Drawing on focused interviews, the experience of recent students of management and fashion looking back over their social media usage, highlights their uncertainty and the continued impact of culture, class and race for those hoping to enter the labour market. For digital natives, much identity work is mediated through social media, but the change of field, from study to job seeking reveals significant differences in their lived experience as the habitus of school and university life on Instagram and Facebook give way to the less familiar lens of LinkedIn. In the habitus of transition, they become unconfident in "all the reasonable, commonplace behaviours" (Bourdieu, 1990, p. 55). Who has access to what cultural and social capital plays out in their selfies and status.

This qualitative study draws on the graduates' identity work though the stories they told about selected images from their social media, in what Taylor calls narratives of identity construction

(Taylor, 2006). As they reviewed their presentation of self on social media the graduates reflected on their preoccupations around authenticity, privacy and emotional support (Papacharissi and Easton, 2013), and they struggled with the digital habitus of presenting their unfamiliar pre-professional identities (Jackson, 2016; Davies and Eynon, 2018)

Paper Session 3B: Wednesday 3rd September 2025
15:45 – 17:15h

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Stream: Family, Class and Education (2)
Room: 14B
</div>

Opportunity Hoarding in Disadvantaged and Marginalized Contexts
Idit Fast, Yariv Feniger, Shira Klimor Maman (Ben Gurion University of the Negev, Israel)

Bourdieu emphasized families' cultural capital in reproducing educational inequality (Bourdieu & Passeron, 1979; Reay, 2004). Lareau conceptualized concerted cultivation practices of middle-upper-class families as a central mechanism of inequality reproduction (Lareau, 1987). Current iterations of these themes focus on opportunity-hoarding practices by race and class-advantaged parents as a main mechanism of educational inequality (Diamond & Lewis, 2021; Posey-Maddox et al., 2025).

Opportunity hoarding research often focuses on how upper-middle-class families hoard opportunities away from lower-class families. However, many policy opportunities and resources today are directed at marginalized communities, and they tend to be finite and competitive, thus creating new forms of localized mechanisms of inequality. We ask how opportunity hoarding develops relationally between groups when there is no distinct upper-middle-class group.

We sampled four schools in different communities and conducted 56 in-depth interviews (20 more planned) with parents contemplating whether to send their children to a prestigious STEM program (Small, 2009). The schools have different compositions of immigrant, ethnic, educational, and occupational groups. Data analysis follows the flexible coding method (Deterding & Waters, 2021), combining deductive and inducive analysis.

We will identify in each school a group of hoarders with relationally more capital than other groups. We expect that the social identity of this group differs across school and municipality contexts and that hoarding practices will also differ. We hope to provide a detailed description of contextualized hoarding in a way that will enrich existing Bourdieusian theory based on new group hierarchies.

We contribute to the study of the reproduction of educational inequalities across social and municipal contexts. We examine parents' aspirations and interactions with existing policy and institutional arrangements focusing on STEM education in disadvantaged areas to broaden our understanding of hoarding practices within marginalized communities.

Middle-classes facing diversity in schools: experiences, subjectivities and tensions
Marcel Pages, Andreu Termes, Pablo Neut, Xavier Bonal (Universitat de Barcelona; Institut Metropoli; Universitat Autònoma de Barcelona)

The imbricated relationship between education and social inequalities is a widely discussed topic in the sociological field. When analysing this issue, an important body of academic literature has focused on how the schooling strategies of the middle classes can reinforce the dynamics of school segregation and inequalities by means of social closure or opting out local schools (Van Zanten, 2003). However, less is known about those families that, while sharing a middle-class background and high levels of cultural capital, are increasingly interested in local public schools. An emerging corpus of research highlights that specific segments of the urban and educated middle classes are increasingly opting for culturally diverse schools with salient levels of heterogeneity (Possey-Maddox et al., 2014) —a choice that can lead to certain trade-offs in the deployment of these middle-class families' capitals (Bridge, 2006). The purpose of this study is to explore the experiences, subjectivities, and tensions of middle-class families in local

public schools with diverse social compositions. Focusing on the case of Barcelona, this study adopts a qualitative approach that relies on semi-structured interviews with families in six heterogeneous schools. Adopting a Bourdieusian analytical approach (Bourdieu, 1998), the preliminary results suggest that the cosmopolitan and multicultural dispositions of these families act as main drivers to opt for local public schools. Interestingly, while cultural diversity arises as a form of symbolic capital for most of these families, some warn about how the social interactions and social capital within schools are unevenly distributed. This study highlights the opportunities and limitations of the influx of middle-class families in local public schools from a social justice perspective.

Conceptualising children's literacies beyond 'pleasure'
Mel Hall (Manchester Metropolitan University)

'Reading for pleasure', i.e. reading by choice or on a voluntary basis, is dominant in literacy studies and is widely regarded as important to children's education and outcomes (Cremin et al, 2009). The OECD (2002; 2019; 2021) consider it a catalyst for social mobility, fundamental to children's life chances. In England, 'reading for pleasure' is explicitly referenced in policy and guidance such as the National Curriculum and the 2023 Reading Framework. This influence is replicated elsewhere (Norway, New Zealand, Korea). However, results from the latest National Literacy Survey (National Literacy Trust, 2024) indicate a decline in children reading for enjoyment in their own time, findings which were described by the authors as 'shocking and disturbing'.

This paper presents a review of the literature, drawing upon previous research to highlight that 'reading for pleasure' requires deeper interrogation to ensure that it is not uncritically adopted. Widely accepted discourses of 'reading for pleasure', for example, that there is a natural inclination or one which children can be persuaded to cultivate are explored. The application of Bourdieu to this analysis offers that while reading can indeed be a great source of enjoyment, it has been selected by the powerful dominant class as a socially desirable activity.

The tasteful status it enjoys has been co-opted in policy. The suggestion that it is a panacea for social inequalities will be contested. Consequently, it is necessary to disrupt constructions of reading practices that do not problematise those who do not enjoy reading, while also recognising the important social justice dimensions of literacy.

Reading has purposes beyond pleasure. It can be mundane, necessary, neutral and unpleasant. How can literacy scholars encompass such constructions and enhance support for learners who experience reading in this way?

Paper Session 3C: Wednesday 3rd September 2025
15:45 – 17:15h

Stream: Youth, Aspirations and Pathways
Room: 12

"I'd like to be like her". The influence of young people's role models in their imagined futures
Sara Gil (Universitat Autònoma de Barcelona)

Imagining futures is a crucial skill for constructing and reconstructing solid life projects, particularly among young people (Ball et al., 2002). Being able to imagine futures and to project oneself into those futures means, on the one hand, to identify the social position recognizable as suitable and desirable for oneself (Appadurai, 1988), and, on the other hand, to mediate and negotiate aspirations with wider institutional structures and social actors (Gale & Parker, 2015). However, this ability is constricted by young people's structures of capitals (Bourdieu, 2011) and the lives of those surrounding them, both in their personal lives (Brooks, 2003; Archer, 2007) and in social media (Takanashi, 2016).

The aim of this paper is to explore the construction of imagined futures among academic upper secondary students in different programs and from different social classes and genders. In particular, it

explores the role of students' role models, both in everyday lives and social media, in shaping educational and professional imagined futures and its unequal distribution among different structures of capitals. As well, it examines their negotiations amid those desired futures and their educational and social opportunities (Tarabini, 2023).

This contribution is based on a case study conducted in Catalonia (Spain) between 2021 and 2023. Data includes a qualitative longitudinal study through in-depth interviews with 24 students, and 279 letters written "from the future" (Sools, 2020). The analysis of young people's future narratives has provided relevant insights to understand the key role of referent adults in young people's identifications with certain life paths. Parents and other family members, close young adults, or social media influencers, among others, represent reference points from or against which young people project their own futures. These imagined futures, then, need to be negotiated within unequally distributed capitals and educational opportunities.

The role of schooling in the formation of a political habitus of young people
Katharina Danner (University of Vienna)

The submitted contribution deals with the role of diversity and difference in young people's developing political engagement, especially focussing on the role of schooling.

To summarize with Israel et al (2021) differences such as gender, education or migration history do not in principle act as "barriers" or "enablers" (ibid.) of political engagement. They gain significance only through individual processing and specific biographical embedding by the youth. Nevertheless, to this day, in german speaking countries biographical perspectives on the question of the formation of political commitment are still underrepresented (Abs/Hahn-Laudenberg 2016; Walther et al. et al. 2020; Cuconato et al. 2020).

The contribution therefore provides insights into an ongoing study, that reconstructs the formation processes of political attitudes (towards political participation) through the subjective certainty of the young people interviewed. The theoretical framework is based on Bourdieus idea of habitus (1977) and tries to apply the concept on political practices, assuming there are connections of social positioning and political self-conceptions as well.

The presentation will focus primarily on the initial results of the empirical analysis of semi narrative interviews with young people aged 16-18 (following the documentary method as analyzing tool; Nohl 2017).

First findings indicate clear links to the conference theme, as school lessons in political education are emerging as a central socialization agent for political attitudes. Teaching on politics as well as the exchange with school colleagues on political topics is experienced differently by different young people; with some even lacking access at all, since they dont attend further schooling. Experiences with politics in school, thus could function as one explanation for different political habitus.

By all odds: Affective learning and cultural capital accumulation by middle-class school drop-outs
Maria Keil (University of Tuebingen)

Early school drop-out is not only risky for educational trajectories in the lifecourse, but potentially leads to downward social mobility. Based on results from a qualitative study with young adults from the city of Berlin, Germany, the paper discusses affective dimensions of education and learning and middle-class strategies of accumulating cultural capital through alternative ways for the case of school drop-outs and by that contributes to the conference's core question.

The analysis is based on a subsample from my ethnography and interview study Transitions into Class (2021-2025) and the data was analysed with GTM coding steps. These young people left school early or were never fully integrated in the school system due to different reasons, such as mental health issues, unorthodox upbringing, mobbing. They now participate in a youth welfare services funded educational program that offers tutoring for external school examination. The program allows them to learn in their

own pace and capacity; they decide on what days they want to study, which subject area and for how long; not showing up to the tutoring has no further consequences.

Studying these young people's trajectories from a Bourdieusian perspective is especially insightful as their school drop-out presents the potentiality of downward social mobility. However, their middle-class background mitigates this risk. Based on empirical examples, I will illustrate how the affinity between the middle-classes and education limits the consequences of school drop-out for these young people by enabling them to maintain a positively affected relationship towards learning that considers education a life-long process. Families' cultural, economic and social capital further attenuates social downward mobility by providing time, resources and institutional knowledge to manage this transition and pursue education in alternative ways, such as the tutoring program, but also recuperation and focusing on hobbies, work and travel experiences, music classes, and autodidactic learning.

Paper Session 3D: Wednesday 3rd September 2025
15:45 – 17:15h

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Stream: International Mobility and Education (1)
Room: 11A

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The 'excluded elite'? A Bourdieusian study of Chinese parental engagement in the International Baccalaureate (IB) internal assessments

Xuechen Zhang, Xuechen Zhang, Hannah Soong, Guanglun Michael Mu (University of South Australia)

International Baccalaureate (IB) is commonly perceived as a form of international education appealing to middle- and upper-class families in China. IB official policies recognise the importance of parental engagement in children's internal assessment process. Yet, understanding how Chinese parents navigate such process is absent. Using Bourdieu's relational sociology, this study aims to explore Chinese parents' engagement in the IB internal assessments as a form of practice generated by their dispositions (habitus) and their positions (capital) within the IB internal assessment field. To this end, we conducted semi-structured interviews with 14 Chinese IB parents with diverse educational and work experiences, whose children studied the IB Middle Years Programme (MYP). The results revealed that parental engagement in the IB MYP internal assessments was sometimes 'gatekept' by teachers and children, sometimes shaped by parental 'capabilities' such IB knowledge and English proficiency, and still sometimes influenced by parental educational beliefs and backgrounds. For Chinese parents, despite being capital-rich in other fields (e.g., economic field, professional field), their capital portfolio sometimes may not make sense in the field of IB MYP internal assessments. Their habitus obtained through their own schooling experience driven by high-stakes assessment mismatched the IB assessment field, where formative and summative tasks prevail, embracing diverse strategies like fieldwork projects, extended practical work, oral interviews, and artistic performances. This mismatch gave rise to the hysteresis effect, limiting parental engagement in children's assessment tasks to varying degrees. Our study indicates that the field of IB MYP internal assessment is a differentiating social space, where not only parents, teachers, and children but also parents with different capital portfolios and habitual dispositions are positioned unequally.

A study of opportunities and inequalities in international doctoral education

Sarah Patrick (Coventry University)

In Bourdieu's terms internationalisation in education has the potential to build capital for both institutions and individuals alike. As a result, Governments and Universities have developed doctoral programmes which include a period of international mobility and the pursuit of a PhD awarded by two different institutions (referred to as dual award, joint, or cotutelle PhD)(Altbach, 2013; Kehm & Locke, 2018).

The opportunities presented by undertaking a PhD in this way are immense, enabling the researcher to access expertise, equipment and networks across two different research settings. However, the skillset and resilience required to pursue this type of global PhD is also immense, especially in an increasingly hostile geopolitical climate.

In this paper, I draw on Bourdieu's (1984) concept of capital to explore the ways in which this type of programme may be reinforcing inequalities in doctoral education. Using empirical data from solicited audio diaries, collected as part of a pilot study from three participants, I explore the additional load placed on students and the prior capitals required to have the resilience to cope with this load including; previous experience of international study, language and intercultural skills, and funding to cover the hidden costs of this type of programme.

This paper seeks to bring to light some of the hidden forms of capital required in order to access these programmes and considers some ways that practitioners in this field might mitigate against designing programmes which reproduce inequalities in doctoral education.

Paper Session 3E: Wednesday 3rd September 2025
15:45 – 17:15h

Stream: Race, Migration and Education (1)
Room: 11B

Beyond *bildungsfern*: Interrogating racialized inequalities in German higher education through Bourdieu and intersectionality
Liang-Wen Lin-Januszewski (Bergische Universität Wuppertal, Germany)

This study integrates Bourdieu's framework with intersectionality and Critical Race Theory (CRT) to examine educational inequalities in German higher education, focusing on students with migrant backgrounds. Germany's longstanding reluctance to discuss race has silenced everyday and systemic racism, complicating the analysis of student experiences. The official binary classification of "German" versus "migrant background" homogenizes diverse realities, casting these students as uniformly 'educationally distant' (bildungsfern) and of low socioeconomic status. This deficit discourse neglects intersecting factors such as different identities due to parental education, family resources, cultural practices, and local perceptions of religion and ethnicity.

Employing a Bourdieusian intersectional analysis, the study exposes subtle mechanisms of symbolic violence, classification, and misrecognition that sustain racialized inequalities. It interrogates Whiteness as a privileged position that marginalizes students of color while unveiling hidden forms of institutional racism. Data were collected through 77 semi-structured interviews with 41 undergraduates—including 17 with migrant backgrounds—at a regional German university, supplemented by creative visual methods such as drawings and digital photographs. These diverse data sources enabled an in-depth exploration of how students navigate predominantly White institutions.

Findings reveal that symbolic violence manifests in everyday interactions and institutional routines, naturalizing dual oppressions and fostering affective struggles. By examining students' strategies, resource mobilization, and evolving self-perceptions, this research deepens our understanding of how structural factors, institutional fields, and individual agency interact in contexts where race remains a suppressed topic. The study advances debates on widening participation in higher education and challenges entrenched regimes of White supremacy.

Undoing Traveller Exclusion: Exploring Irish Travellers' Lived Experience of Schooling
Gemma Campion & Nicola Ingram (Cork Traveller Visibility Group (TVG), Southern Traveller Health Network (STHN), University College Cork)

Travellers are one of the most disadvantaged ethnic minority groups in Ireland. This paper examines the persistent inequalities experienced by Traveller pupils in Ireland's education system, focusing on

the lived experiences of Traveller young people and their families in three post-primary schools in a provincial city. Drawing on qualitative data from individual interviews and focus groups from key stakeholders-including Traveller pupils, Traveller parents, principals, teachers, Home School Liaison Coordinators (HSCL), and Traveller mentors, this co-produced research study provides a nuanced exploration of the systemic challenges faced by Traveller communities navigating educational fields.

The paper critically analyses how Traveller racism and inequality are perpetuated and manifest in everyday practices within educational settings. These forms of symbolic violence underscore the marginalisation of Traveller pupils and highlight the cultural and structural barriers embedded in institutional policies and practices. In the context of the conference theme on rising complexities and inequalities in education, this study makes a compelling case to recognise and respond to the need for a radical change within the education system in relation to the persistent ongoing everyday practices that shape Traveller exclusion. In doing so, it shines a light on the role schools and educators play in reproducing or countering Traveller racism and inequality, and the lived experiences of this inequality from the perspectives of Traveller young people and their families. By situating the experiences of Traveller pupils within broader debates on social justice and educational inequality, the paper contributes to ongoing discussions on how to address the multifaceted challenges of inclusion and equity in education.

The Ukrainian Community and Conditions of Inclusion in Civil Society organised Language Education Programmes for Adult Forced Migrants in Macedonia
Marija Cubalevska (University of Bremen)

This paper elaborates on how educational practices implemented under the umbrella of the Macedonian Red Cross/Red Crescent since the war in Ukraine relate to discourses on migration, nationality and race. Further, it aims to clarify along which positional lines inclusion/exclusion is negotiated in practice.

This is achieved by using an explorative ethnographic research design. The data set consists of semi-guided interviews with language teachers, course participants, volunteers and other responsible people in the organisation, as well as group discussions with language class participants, classroom observation protocols and extensive field notes taken during the duration of the field stay, containing accounts of diverse informal and semi-formal conversations with mostly members of the Ukrainian Community as well as civil society activists in the field.

Preliminary analysis suggests that implementation of programmes is highly dependent on engagement and pressure from the Ukrainian community. Further, access to the programmes seems to be structured by specific interlocking cultural and social forms of capital (Anthias, 2007; Bourdieu, 1986; Erel, 2010), which this paper aims to explore in detail.

Paper Session 3F: Wednesday 3rd September 2025
15:45 – 17:15h

Stream: Linking Bourdieusian Tools
Room: 16

Combining Bourdieu's relational theory and the 'conduct of everyday life' concept to illuminate university students' experiences
Franziska Lessky (University of Innsbruck)

Current transformations in higher education – such as increasing diversity within the student population – and their impact on the participation of underrepresented groups call for theoretical perspectives that are able to take into account the interplay between the reproduction of educational inequalities and the transformation of parental heritage. In this presentation, I discuss a novel combination of Pierre Bourdieu's theoretical concepts and the 'conduct of everyday life' concept to illuminate the complexities students from underrepresented groups can face along their educational

journeys. I argue that such a combination can link students' study-related experiences to their broader life contexts and can bring attention to how other life domains impact the organisation and experience of university life for students from underrepresented groups. This theoretical perspective can also shed more light on the invisible and subtle ways in which inequalities play out. This presentation concludes with a discussion about how we can adequately grasp the experiences of students from underrepresent groups to successfully tackle the inequities these students face when transitioning through higher education

Is it possible to integrate the concept of identity in a Bourdieusian intersectional framework? Insights from a dialogue with Stuart Hall
Martí Manzano (Universitat Autònoma de Barcelona)

Even though identity is a central concept in the sociological study of student's educational trajectories, some theoretical approaches define identities either as an essentialist and predetermined condition or, conversely, as an agentic individual expression detached from social structures. Furthermore, the "next generation" of Bourdieusian scholars (Ingram, 2009; Thatcher et al., 2015) adopt an ambivalent stance towards identities: while they acknowledge its role in the (re)production of inequality in school, it is often presented as an expression of habitus, without its own conceptual operationalisation.

This presentation aims to discuss the theoretical integration of identity within the bourdieusian framework, incorporating some critical insights from Stuart Hall's work (2019). From this dialogue, identity is conceptualised as a relational, dynamic and intersectional articulation that is bounded, but not fully determined, by habitus dispositions.

It will be argued that understanding the complexity of students' identity articulations requires a definition of identity that: 1) inserts the (re)production and articulation of identities in contextualised doxa that predetermines available meanings and actor positions; 2) recognises the fluid and evolving nature of students' biographical processes of becoming; 3) understands identity in relation with the intersection of multiple axes of inequalities and 4) views identities as the space between unconscious habitus dispositions and agentic strategic negotiation.

In conclusion, this communication contributes to the theoretical operationalisation of identity articulations and negotiations while maintaining the connection between structure and agency that the Bourdieusian framework ensures.

The inequalities of the global field of education through the lens of Bourdieusian intersectionality
Mauro Giardiello, Rosa Capobianco (University of Roma Tre)

Educational mobility is a crucial element for new generations. The literature has highlighted how this experience favours the formation of a cosmopolitan habitus or hinders student participation.

The study of mobility has brought to light complex inequalities that require a re-conceptualization that integrates approaches and methodological perspectives.

The paper proposes a theoretical framework, the "Bourdieusian intersectionality", which incorporates the concept of positionality by the theory of intersectionality (Crenshaw 1994) into the concept of Bourdieusian practice.

Practice is the result of the interaction between habitus, capitals, positionality and field. Habitus is influenced by positionality, shaped race, gender, social class and so on (Yep 2016). Positionalities, in turn, are influenced by habitus and capital that determine the different positions of actors within the hierarchical structure of the field regulated by a dominant doxa. Bourdieusian intersectionality was verified through a research conducted with mixed-methods in 2024, involving students of Roma Tre University. A questionnaire was administered to investigate students' propensity to join the Erasmus program; 30 in-depth interviews were conducted with students who joined the program, with those who won the scholarship but gave up, and with those who did not apply. Findings highlight that educational inequalities reproduced in the global field generate positional practices determined by class belonging, individual choices, merit and also by the positionalities that impact on students' experiences.

Paper Session 4A: Thursday 4th September 2025

11:30 – 13:00h

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Stream: Elites and Education (1)
Room: 14A

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A designed 'lack of design': How autonomy enables the mobilisation of capital at two elite boys' schools in England

Rachel Stenhouse, Emma Taylor (Manchester Metropolitan University)

There has been a recent burgeoning of interest in the power of elite private schools in the UK. However, little attention has been paid to the propulsive power of the mechanisms in place within such schools that enable and support the mobilisation of valued forms of cultural capital such as 'ease'. In this paper, we draw upon unprecedented access (as insider researchers) to two elite boys' secondary schools in England to show how what we conceptualise as a designed 'lack of design' within the elite school curriculum contributes to the formation of an elite habitus which is valued in the context of recruitment to elite higher educational and professional institutions. By designed 'lack of design' we refer to an approach whereby schools use the autonomy and independence afforded to them by their status to make curriculum decisions characterised by a sense of academic freedom or autonomy. We draw upon Bourdieu's theory of habitus and field to consider these practices as mechanisms distinctive of elite private education, demonstrating that the illusion of autonomy is crucial in relation to the reproduction of privilege in private schools, where certain advantages are afforded to students who are able to benefit from the designed 'lack of design' process in place. Ultimately, we argue that the practices described are misrecognised by stakeholders as taking place within an autonomous system, when this so-called autonomy or independence is very much informed by the signifiers of distinction upon which these schools sell themselves.

The Hierarchy of Advantage: An alternative perspective on the experience of disadvantage at Turkish elite schools

Vildan Ozerturk Sofu (Istanbul Medeniyet University)

Attending an elite school has a profound impact on the educational and professional trajectories of its students, as well as on their personal character traits. While these institutions offer uniform opportunities to their students, the benefits derived from these opportunities vary significantly based on an individual's social origins. The extant literature on elite education has predominantly addressed this issue by focusing on the school experiences of working-class, scholarship, and/or minority students, who are generally referred to as disadvantaged students. Drawing from the findings of a qualitative doctoral research project on Turkish elite schools, this article proposes an alternative lens to evaluate the heterogeneous experiences of elite school students. The findings, derived from the in-depth school narratives of 36 elite school alumni from different age cohorts at three elite schools in Türkiye, suggest that class privilege as well as "secular privilege" primarily determine the potential gains from an elite school experience: Students from secular, middle-class families appear to act more like Bourdieu's inheritors, while students from working-class and/or religious family backgrounds experience varying levels of disadvantage in adjusting to the elite school environment. However, the narratives of disadvantaged students also reveal that the disadvantage experienced at school does not persist after graduation, and they, too, experience privileges in their subsequent educational, professional, and social lives with their "elite qualities" they have acquired at school. Through its conceptual contribution of a "hierarchy of advantage," the article categorizes elite school students as "advantaged", "doubly-advantaged", or "multi-advantaged" based upon the combination of capital they bring along from their families and school experiences. Whilst not denying the experience of disadvantage at elite schools and not contradicting the cultural reproduction thesis of Bourdieu, this conceptualization offers a novel perspective on the social reality of elite schools by highlighting its potential (still) as a status elevator.

Dominant and Non-dominant Cultural Capital: Palestinian Graduates of an Elite School in Israel
Dalia Halabi, Avihu Shoshana (Haifa University)

This qualitative study examines the cultural capital of Palestinian graduates from elite Arab private schools in Israel. According to Bourdieu (1984), cultural capital—encompassing specific behaviors, tastes, and practices—is leveraged by privileged classes to maintain high status and reproduce power. While this concept typically applies to dominant groups, Carter (2003) suggests an alternative: "non-dominant cultural capital," which encompasses the preferences and dispositions of lower-status groups.

Palestinian citizens of Israel, an indigenous minority, face oppression and marginalization (Ghanem & Mustafa, 2011). However, a growing Palestinian middle and upper class in Israel navigates a complex, dual identity within a hegemonic Jewish society, distinguishing them from other elites. Though they hold elite status within their community, they simultaneously experience national-level discrimination as Palestinian citizens (Haider & Ben-Haim, 2022). Consequently, their Palestinian cultural capital is "non-dominant" (Carter, 2003). This study addresses the unique scenario of an elite group whose cultural capital is both substantial and marginalized.

Our findings reveal a nuanced perspective on cultural capital: while Palestinian graduates perceive and enact elite behaviors in specific settings, their status is undermined in others, resulting in a state of identity flux. Despite this, they strategically elevate their Palestinian identity, positioning their non-dominant cultural capital as resistant and symbolically dominant, challenging national power structures. This study emphasizes the significance of national affiliation alongside class in shaping cultural capital. It reveals how Palestinian elites transform their perceived non-dominant status into a form of resistant capital (Yosso, 2005), unapologetically cultivating their unique cultural identity.

This research contributes to understanding how marginalized groups negotiate their cultural capital within contexts of persistent conflict and discrimination, offering insights into the complex dynamics of power, identity, and resistance within a context of continued marginalization and conflict.

Paper Session 4B: Thursday 4th September 2025
11:30 – 13:00h

Stream: Higher Education as a Field of Power
Room: 14B

To Play Seriously: The Status of Populist Pedagogy in Post-92 UK Universities and the Perpetuation of Class Inequalities
Andrew Branch (University of East London)

This paper draws on a Bourdieusian self-analysis to argue that the current design and marketing of humanities and social sciences courses at post-92 UK universities undermine claims by populist pedagogues that they serve the educational needs of relationally disadvantaged students—a class long relied upon by these institutions for economic growth. I attribute this disconnect between rhetoric and reality to the increasing influence of managers and compliant academics who, under government direction, promote 'industry-focused' curricula. Anticipating the charge of reactionism, I argue that class-based inequalities have long endured in UK higher education. Drawing on the insights of Pierre Bourdieu's relational sociology, I revisit his critique of the populist pedagogies that gained currency in the wake of Paulo Freire's influential Pedagogy of the Oppressed (1970). In endorsing Bourdieu's insistence on interrogating the field manoeuvres that produce scholastic knowledge, I propose that the current crisis was not preceded by a 'golden age' in which the dominated gained an education untainted by the investments of the dominant. The paper closes by urging resistance to the impoverished form of vocationalism now dominating the sector, advocating instead for knowledge-based curricula, delivered by self-reflexive public intellectuals, that empower the dominated to critique

the forms of legitimated capitals accrued by dominant agents, thereby making the transformation of the social world a plausible political project.

Inclusion and Exclusion in Education: A Political Economic Study of Emerging trends in Educational Policies in Twenty first century India
Rimon Bhuyan Gogoi (Dibrugarh University)

Most postcolonial societies, after attaining freedom, attempted to develop nationally inspired systems of education (both pedagogically and institutionally) that underscored inclusion and equality. India's educational policies attempted to follow a similar path, with whatever success. This paper, firstly, engages with a political economic overview of India's educational policies and their major ideological foundations primarily focusing on the emerging trends especially the New Education Policy (NEP) 2020. Using postcolonial political economic perspective and reading them with the Bourdieusian concepts of cultural capital and social reproduction it argues that neoliberal policies in education that emerged mostly after liberalisation reinforce the already existing stratifications in the society. It argues that developing educational institutions informed by indigenous community oriented practices and pedagogies offer potentially more inclusive and equitable education system. Secondly, the paper presents a comprehensive case study of the educational institutions of one of the largest cities in northeast India: Guwahati. Lying at the political, economic and cultural periphery of India, northeast India has remained marginalised in most areas. Added to that, the last two decades has seen a sudden rise of private institutions in the region, especially Guwahati, altering profoundly the political economy of education in the region. The NEP 2020 and its prioritisation of diversification and privatisation in education further strengthens this transformation. The paper is based on comprehensive field work among the major public and private universities of Guwahati. It analyses the changing demography of the universities using the intersections of class and ethnic identities. It juxtaposes the emerging exclusionary trends against more indigenous ways of inclusive and community-oriented educational traditions and argues that a Bourdieusian perspective along with more indigenously inspired educational practices offers grounds for potentially more inclusive and equitable education.

Paper Session 4C: Thursday 4th September 2025
11:30 – 13:00h

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Stream: First-Generation Students (1)
Room: 12

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"Vigilance," "Restraint" and "Covering up:" Embodied cultural capital and performance among the upwardly mobile
Heather Curl (Antioch Univeristy)

Cultural capital acquisition is viewed as one strategy to support upward mobility, a long-celebrated goal in many societies. Missing from this conception of social change, however, is analysis of the experience of social mobility and a more complex understanding of what cultural capital acquisition entails. This qualitative study, which includes in-depth interviews with 35 individuals with an advanced degree whose parents did not attend college, finds that individuals who experienced mobility through education consistently report the expectation that they change. Yet, they do so through diverse means, including through vigilance, restraint, performance and covering up aspects of themselves, and with varying levels of success and differing emotional impact. These findings challenge current conceptions of social mobility which imply the taking on of cultural capital as a one sided, simply additive process, shedding light on what Bourdieu (2004) describes as a "cleft" or "fractured habitus." Data reveal that attention to habitus alongside cultural capital may serve as one way to better understand this process of cultural capital acquisition and its complexities and impacts. As Edgerton and Roberts (2014) argue, most studies tend to focus on either habitus or cultural capital "or to conflate the two - to the detriment of both" (p. 193). This qualitative study attempts to intersect them and suggests that the process through which upwardly mobile individuals acquire the cultural capital of the dominant class is more

complex than currently conceived and that deeper engagement with the intersection of both embodied and objectified states of cultural capital might yield better understanding of social mobility.

First-Generation Students at Elite Universities in Chile: Navigating Cultural Capital Gaps
Carlos Palma-Amestoy (Pontificia Universidad Católica de Chile; Centro de Estudios de Conflicto y Cohesión Social (COES))

This paper examines how first-generation students at an elite university in Chile navigate gaps in cultural capital and symbolic mastery (Bourdieu, 1986; Bourdieu & Passeron, 1990). By applying a Bourdieusian approach, it analyses how students react to and engage in agentic practices when such gaps are recognised. In doing so, key concepts such as cultural shock (Torres, 2009), belonging (Jack & Black, 2024), reflexive habitus (Reay et al., 2009) and symbolic and social recognition (Bourdieu, 2000; Ingram et al., 2023) are brought into focus. This phenomenon is relevant within a context characterised by the rapid expansion, privatisation and institutional stratification of higher education, alongside the introduction of a tuition-free higher education programme and institutional initiatives promoting inclusion within universities.

This paper draws on 21 qualitative, semi-structured interviews with students who are the first generation in their families to attend university. The participants, aged between 18 and 26, were all pursuing traditional degrees (engineering, law, medicine or economics) at an elite university in Chile. The interviews, conducted during the second half of 2024, took place on the students' campuses and lasted an average of one hour and forty minutes.

The findings highlight the initial shock experienced by interviewees upon realising that they were disadvantaged in terms of academic knowledge in comparison to their more privileged peers. Participants, who had previously been considered "the best" in their respective schools, now find themselves struggling within a context dominated by upper-middle-class and upper-class culture. The paper then delves into how these strivers (Morton, 2021) transition from a state of perplexity to one of action, examining the strategies and repertories they employ to negotiate and overcome the initial barriers and structural disadvantages (Lehmann, 2009) they encounter. In doing so, it analyses how various social characteristics, such as class, gender and ethnicity, shape their experiences.

Rethinking Institutional Hierarchies in Higher Education: First-Generation and Continuing-Generation Students in Second Tier Institutions
Guy Shani (College of Management)

Bourdieu viewed the expansion of higher education as maintaining rather than transforming inequality, as populations previously excluded from academia would enter new less prestigious institutions, and consequently lower status occupations. While the literature has since presented a more complex picture, most studies still characterize the expanding higher education field as inherently unequal, with established institutions maintaining prestige and attracting privileged students while first-generation students attend newer institutions.

This paper argues that after decades of educational expansion and the increasing power of market forces in shaping the academic field, we need to reconsider this conception of higher education to acknowledge competing perspectives on institutional hierarchies. The study draws on pilot research comprising interviews with 5 first-generation-students and 5 from educated families, at an established but second-tier Israeli college, supplemented by a survey of 42 students. The findings reveal that while first-generation students' educational choice to study at a second-tier college remains largely shaped by social and academic constraints, continuing-generation students' choices reflect self-assured positions and narratives of agency. These students acknowledge the institution's lower status but do not view university education as superior – neither academically nor in terms of labor market returns.

Based on these findings and existing research on graduates' earnings across Israeli higher education institutions, this study raises questions in two key domains: First, regarding the hierarchies in the academic field. The traditional distinction between first and second-tier institutions is based on the

notion that dominant institutions hold the power to define field hierarchies. After several decades of educational expansion and increasing neoliberalization of academia, we should examine whether heterodox hierarchies exist within the academic field. Second, these findings raise a broader discussion about middle-class formation in an era where some segments in the middle-class challenge the dominance of institutions traditionally responsible for the transmission of cultural capital.

Paper Session 4D: Thursday 4th September 2025
11:30 – 13:00h

Stream: International Mobility and Education (2)
Room: 11A

Thinking with illusio: Examining shifting investments in pedagogic settings
Kate Naidu (The University of Notre Dame Australia)

Among the less frequently explored Bourdieusian concepts is the notion of illusio, also referred to as interest and libido at times (Bourdieu, 1990, 1998). This conceptual tool offers a powerful way of thinking about the degrees of investment students may have in educational fields. As such, it can be used to analyse complexities in contemporary education, including why pedagogic opportunities might be realised by some students and not others.

This presentation draws on a research project designed to examine the development of intercultural capacities among Australian study-abroad university students in Indonesia (Naidu, 2025). The concept of habitus has been very useful in analysing the data from this project, as a way of understanding the differing ways students engage in processes of interculturalisation, as well as the extent to which this occurs. Following from this, illusio is employed here to further grapple with why, and how, some students are more disposed to invest labour in the practices of interculturalisation.

In particular, this presentation draws on qualitative data from a single participant, whose trajectory during the study-abroad program provides a fascinating example of significant shifts in illusio; evident in the way he describes his motivation, engagement, and various decisions and practices while in-country. Through this close analysis, the notion of illusio is put to work to forge deeper understandings of how students' engagement with learning can, and does, change over time and in response to moments of hysteresis (Bourdieu, 1990). The analysis presented demonstrates that the notion of illusio has significant potential to deepen understandings of student engagement, not only in the context of study abroad but also education more broadly.

Navigating Aspirations: The Intersectionality of Identity and Institution in Chinese International Students' Educational Trajectories
Hao Li (University of Cambridge)

International student mobility (ISM) is a socially mediated process wherein educational aspirations are shaped by institutional positioning, socio-economic status, and intersecting social identities. Drawing on Bourdieu's theoretical framework of habitus, capital, and field, this study conceptualizes aspirations as socially embedded and structurally conditioned orientations towards the future (Zipin et al., 2015), shaped by both doxic logics and habituated dispositions. While existing ISM literature often frames aspirations within a push-pull model or as an instrumental pursuit of cultural capital, this study argues that aspirations are continuously negotiated and reconfigured through students' lived experiences. It incorporates Beech's (2019) theorization of imaginative geography, positing that students construct their aspirations through spatial and institutional imaginaries, which mediate their expectations of and engagements with UK higher education.

This study employs semi-structured interviews and thematic analysis to examine the aspirational trajectories of Chinese international students at a Russell Group university and a post-92 university, comparing their educational aspirations before and after embarking on their studies. The findings

reveal that institutional prestige, disciplinary structures, and spatial imaginaries significantly shape pre-arrival aspirations for both groups. However, these aspirations are subject to reformulation as students navigate unforeseen academic, social, and institutional challenges. Rather than being static and linear, aspirations emerge as fluid, contingent, and continuously shaped by institutional positioning, social identity, and lived experiences. This study highlights how students in distinct institutional contexts develop differentiated strategies to negotiate structural constraints and opportunities, illuminating the intersection of institutional stratification, transnational student agency, and educational inequalities.

By bridging classical Bourdieusian theoretical tools with imaginative geography, this study contributes to ISM literature by challenging elite-centric frameworks, foregrounding institutional stratification and intersectional inequalities, and illustrating the temporal fluidity of aspirations in transnational education. These insights contribute to ongoing discussions on how stratified institutional landscapes shape international student trajectories and reproduce educational inequalities.

Rethinking Habitus in a Transnational Context: A Theoretical Lens on International Student Mobility
Yifan Liu (Ontario Institute for Studies in Education, University of Toronto)

This paper develops transnational habitus as a theoretical framework to understand international student mobility (ISM) within global educational contexts. Building on Bourdieu's theory of habitus, it highlights how transnational experiences reshape dispositions and practices, challenging traditional understandings of identity and mobility. The discussion is structured around three dimensions:

1. Beyond Binarism: This dimension critiques the simplistic dichotomies of home versus host cultures and old versus new identities, proposing instead that habitus evolves within contradictions, reflecting a state of embodied in-betweenness rather than a linear transition. This perspective also sheds light on how hybrid identities emerge, integrating elements from both contexts without fixed boundaries.

2. Changing Dispositions: Emphasizing habitus as both durable and malleable, this dimension explores how individuals adapt to new fields while negotiating mismatches between their inherited dispositions and current social contexts. It emphasizes the role of reflexivity, as individuals consciously modify their practices and dispositions to navigate new fields with agency.

3. The Construction of a Transnational Field: The concept of a transnational field extends beyond the aggregation of national fields. Transnational fields are spaces shaped by struggles unique to transnational life, where actors navigate competing forces and mobilize diverse forms of capital, such as cultural fluency, social networks, and institutional support. These fields demand negotiation of intersecting power dynamics and call for empirical exploration to map their relational structures and implications for transnational mobility.

By theorizing transnational habitus, this paper refines Bourdieusian theory to better address the complexities of ISM. It examines how mobility reshapes capital and identities, fostering adaptation in transnational contexts. These insights advance our understanding of global educational mobility and provide a foundation for future research into the strategies and experiences of transnational actors.

Paper Session 4E: Thursday 4th September 2025
11:30 – 13:00h

Stream: Race, Migration and Education (2)
Room: 11B

Rat-race and Over-selection: Different Strategies of Ethnic Minority Students in Guangxi facing Academic Challenges
Yuyang Li (University of Bath)

This study investigates two high schools, A and B, in Guangxi, a rural area of China. The researcher tracked 55 ethnic minority students from different socioeconomic (SES) backgrounds over 2.5 months,

from their entry into high school to the first midterm exam. Using classroom observations, semi-structured interviews, and the focus group method, the study explores the challenges these students face. Findings show that while students in both schools struggle to adapt to a new environment and study pace, the nature of their academic challenges differs. In School A, where most students come from low-SES backgrounds, they experience anxiety and uncertainty about the future, often feeling guilty for not meeting expectations from others. School A students' limited access to quality educational resources makes academic success their primary means of upward mobility, pushing them toward a highly competitive, "rat race" strategy. In contrast, students in School B, who come from higher-SES backgrounds and pay 30 times more in tuition, are promised top-tier resources but often feel confused by predetermined paths (e.g., studying abroad, inheriting family businesses). Despite their lack of social mobility, their parents' promise of economic security amplified their passive "lying flat" attitude toward academic challenges. While research on SES and cultural capital is extensive, most studies focus on Western contexts. This study starts from Bourdieu's capital theory and highlights how inherited cultural, economic, and social capital shape students' schooling experiences in rural China. The research findings in two Guangxi schools are consistent with Bourdieu's observations in Paris: students with low SES experience over-selection and pressure from time to time, while students with middle and upper SES face some selections that they cannot help. This situation leads to different strategies for students to cope with academic challenges and ultimately leads to different educational experiences for students with different SES status.

Habitus in terms of spatial hierarchy: a case study on educational migration in Guizhou Province, China
Ji Shi (Lau China Institute, King's College London)

Bourdieu uses the concept of 'habitus' to analyse how individuals' practices are reflected in and reproduced by the social structure. Many studies have applied this concept to empirical cases, shedding light on the influence of family, education, and work. A few focus on the spatial aspects of habitus, mainly addressing rural-urban differences. This rural-urban habitus framework has deepened the understanding of migration challenges and social mobility. However, increasing complexity in migration destinations and goals calls for an expansion of this dichotomic framework: space-based habitus differences and hierarchies may exist among cities and counties/towns. This paper develops the habitus framework from a spatial perspective through a case study of educational migrants in Guizhou Province, where students migrate from towns/counties to urban high schools.

The People's Republic of China has put substantial efforts in nation-wide universal 9-year compulsory education, and loosening restrictions on rural-to-urban education migration to bridge educational disparity. However, scholars argue that these efforts since 1980s have not closed rural-urban educational gaps but rather contributed to 'class' reproduction at individual level. This reproduction of inequality is also visible at the community level: county and lower-jurisdiction schools lose high-achieving students to city schools, becoming trapped in a cycle of low-quality education. Based on 47 interviews with students migrating from counties and below, this research analyses habitus and its influence on students' spatial hierarchy experiences. To understand inequality reproduction at the community level, I also interviewed 16 teachers, principals, and education bureau staff. My findings suggest spatial hierarchy shapes habitus beyond the rural-urban dichotomy and impacts migrant students' integration in city schools; educational migration exacerbates inter-spatial habitus hierarchies despite improving individual rural students' access to resources. This research not only contributes to empirical studies of space-based educational inequalities but also expands existing dichotomic habitus framework by introducing the perspective of spatial hierarchy.

Paper Session 4F: Thursday 4th September 2025
11:30 – 13:00h

"That slight feeling of already being late without understanding why '. Social acceleration, temporal structures and biographies in the processes of university transition.
Marco Romito (University of Milano-Bicocca)

Based on and ongoing research project on university transitions, this contribution aims to reflect on how first-year students interpret and react to the temporal frameworks that organise university life today. If, on the one hand, the transition to university is traditionally characterised as the passage from a rigidly organised, routinised and disciplined temporality (the scholastic one) to a freer, looser, deregulated temporality (Coulon, 2005); on the other hand, university life is also increasingly the epicentre of relevant processes of social acceleration that compress time and make it the object of growing practices of management and valorisation (Rosa, 2013). Policies and devices aimed at reducing graduation time, programmes designed to provide students with effective techniques for organising their own temporality, the increasing time compression of the activities that students are called upon to carry out in order to successfully complete their course of study (examinations, internships, international mobility, extra-curricular experiences, etc.), express a scenario in which 'lack of time' constitutes one of the most common experiences among university students today (Ulriksen, 2020; Vostal, 2016).

However, while the effects of these processes have been partly explored with reference to the risks they entail on various dimensions, there is still little research on the way in which the time structures that organise contemporary university life are perceived, incorporated and negotiated by students who access university based on very different biographies, experiences and social resources. Based on the insights into the relationship between objective structures and temporal frameworks that Bourdieu has been developing since his early work in Algeria (Bourdieu, 1963), this contribution uses student's diaries and focus groups with first-year students to reflect on the way in which the processes of acceleration and the temporal compression that characterise university experience today resonate with the biographies of students from different social and educational background.

Inequalities in students' sense of social, cultural and economic belonging at a highly selective UK university
*Vikki Boliver, Kate Hampshire, Abigail Lewis, Catherine Marley, Andrea Lambell (*Durham University, UK*)*

This paper reports on a survey and follow-up focus groups with students attending Durham University, a highly academically selective and socially 'elite' university in the North East of England. Survey data analysis identified three distinctive components of belonging among our study participants corresponding to the three forms of class-based capitals theorised by Bourdieu (1986), namely: (1) social inclusion, (2) cultural fitting-in, and (3) economic capacity to participate in university life. The students in our sample from less advantaged backgrounds – working class, state-school educated, first generation scholar, in receipt of financial aid, and/or in paid employment during term time for reasons of financial necessity – scored significantly lower on each of these elements of belonging in comparison with their more advantaged counterparts, particularly in relation to economic capacity to participate in university life. Excerpts from the focus groups illustrate the interrelated nature of the barriers to social, cultural and economic belonging faced by students from less advantaged backgrounds. Echoing previous studies of other national contexts, our findings point to the need for highly selective universities to do more to facilitate belonging for less advantaged students, not least by tackling financial hardship and promoting an inclusive socio-cultural climate.

Do Cultural Capital, Habitus or contextual sources of Social Capital affect progression into HE? A multilevel analysis using a recent British Cohort (Next Steps)
Jack Whybrow, Sara Connolly, Fabio Arico (University of East Anglia)

This study utilises an exploratory Multilevel Logistic Model to explore participation in UK Higher Education (HE) for a cohort of people born in 1991. The analysis conceptualises Bourdieusian measures of Cultural Capital and Habitus, along with Social Capital using Principal Components Analysis, into established HE modelling frameworks. Adopting a Quantitative approach enables the use of large datasets to determine general associations with prior work tending to employ Qualitative methods on smaller samples. Specifically, this study utilises Next Steps (formerly the LSYPE) secure data which allows further finer granulation on Cultural and Social Capital measures. Adopting a multi-level model also allows the analysis to infer the importance of school attended. The findings reveal statistically significant associations with our measures of Cultural and Social Capital and participation in HE. Some of these suggest these Capitals may serve to perpetuate intergenerational inequality through unequal access to opportunities. Additionally, the results show that school attended, and their characteristics exhibit an independent but important association with HE participation. Refinements and robustness checks were also undertaken with respect to key variables, including gender, which show some important differences. This work contributes to the literature via the quantitative conceptualisation of Cultural and Social Capital, blending Bourdieusian notions with Human Capital in a multilevel framework additionally accounting for school attended. It is relevant to policymakers and institutions who aim to widen access to HE. The findings highlight the importance of cultural and social dimensions, controlling for a broad range of alternative influences, in determining HE participation. Potentially hinting at an under-utilised policy avenue for achieving more equitable participation.

Paper Session 5A: Thursday 4th September 2025
14.00 – 15.30h

Stream: Elites and Education (2)
Room: 14A

From Access to Success: Merit, Capital, and Academic Success at an Elite Graduate School
Adél Pásztor (Corvinus University of Budapest)

Few topics attract as much attention from the media, policymakers, and the public as the admissions processes of elite universities. Prestigious institutions like Oxbridge and the Ivy League regularly dominate headlines, spark debates at family gatherings, and capture the attention of political and judicial leaders. Yet, the fundamental question persists: do these institutions merely reinforce existing social privileges, or can they act as genuine vehicles for upward mobility? This research seizes a unique opportunity to examine the experiences of Eastern European students at an elite graduate school, drawing on semi-structured interviews. Using Bourdieu's theory of capital as a lens, the study provides an in-depth analysis of low-income students' academic socialization within a prestigious environment. The research reveals how disparities in academic pedigree shape students' adaptation to elite institutions, while also illustrating how the hidden curriculum—manifested through stigmatization, victim-blaming, and 'cooling out'—affects career outcomes, often steering students into roles reflective of their socio-economic and ethnic backgrounds. These insights contribute to the ongoing debate on the timing and fairness of elite selection processes and offer important reflections on the broader societal implications of expanding access to prestigious institutions.

Constructing the Institutional Habitus of a Muslim High School in Türkiye
Yunus Vehbi Karaman, Lufti Sunar (Istanbul Medeniyet University)

In this paper, the theory of institutional habitus is examined in the context of a rising/new religious elite school in Istanbul, Türkiye. Founded in 1951, Imam Hatip schools (IHS) in Türkiye blend

traditional madrasah education with modern schooling. Since their establishment, they have been the schools of choice for religious families from the lower strata of rural origin.

In 1985, the Kartal Anatolian Imam Hatip High School (KAIHHS), a new form of IHS, was established. KAIHHS introduced an advanced foreign language curriculum and became a school to which the successful children of newly urbanized, rural-origin religious families were sent. Although the school's history has followed a fluctuating trajectory in parallel with Türkiye's political history, it has ultimately become one of the best high schools in the country.

This study examines the social position of KAIHHS as a reflection of the new religious middle class. It explores the formation of its institutional habitus and the transformation of its institutional trajectory. This study adopts a mixed-method approach, combining quantitative and qualitative data. This includes a survey conducted with 527 alumni participants and interviews with 30 alumni and 17 influential figures in the school's history.

By analyzing the institutional habitus and trajectory of KAIHHS, this study contributes to the broader discussion on the role of Muslim elite schools in shaping class dynamics in contemporary Türkiye.

Reconciling institutional habitus and doxa: the case of Oxford University's admissions norms
Ed Penn (University of Oxford)

Institutional habitus (IH) is one of the most productive yet most hotly contested outgrowths of Bourdieu's conceptual toolkit (byrd, 2019). This paper offers a reconciliation of the relationship between institutional habitus (IH) and doxa, an area which previous theoretical debates on these concepts have not resolved (Atkinson, 2011; Burke, Emmerich and Ingram, 2013). Drawing on a qualitative case study of Oxford University's admissions norms, I suggest interpreting IH as the normative stance which individuals adopt in relation to their actions on behalf of an institution. IH does not replace individual habitus, instead recognising individuals as relationally positioned within the field of their institution and thus as shaped in part by its praxis. This interpretation is compatible with doxa; IHs are formed in relation to the doxic boundaries which the field of the institution adheres to. Moreover, I argue that this interpretation offers the possibility of plural IHs uneasily co-existing if they are equally legitimated by the institutional doxa. Last, I offer a new conceptual mechanism by which we might understand how such tensioned IHs are stabilised: the relational IH, which posits an institutionally informed and legitimated mode of interaction between conflicting IHs. I discuss these theoretical advances in relation to the doxa and IHs evident in the field of Oxford's undergraduate admissions

Paper Session 5B: Thursday 4th September 2025
14.00 – 15.30h

Stream: Teachers and Inequality
Room: 14B

Inclusion and Resistance: University Teachers' Experience of Inclusive teaching
Anna Ambrose, Sofia Ågren (Södertörns högskola)

This ongoing study examines how university teachers experiences their teaching practices at a smaller Swedish higher education institution. Through a combination of a survey (N=46) and focus group interviews (N=19), the study analyses how the learning environment can become more inclusive. Previous research (e.g.Burke 2012, Burke 2015, Burke et al. 2016) suggests that existing structures within higher education may risk contributing to student exclusion. Our preliminary results indicates that teachers´ habitus (Bourdieu, 1977) influences their views on the importance of working with inclusive teaching. Reflections on one´s own habitus appears to be crucial for increasing awareness of norms and assumptions. Furthermore, recognition and validation of students´ prior experiences seems to be important for creating a more inclusive learning environment. However, there can be challenges as some forms of capital are valued more highly within academia (Bourdieu, 1984; 1988). Teachers describe the

university environment as a field within which they must navigate and manage resistance from colleagues and institutional structures, while also becoming aware of a subtle symbolic violence (Bourdieu, 1984) that emerges in the use of language as well as in teaching methods. The ongoing analyses aim to further illuminate the complex social processes that influence teaching and hopefully raise some questions on necessary changes within teching practices in higher education.

The Bourdieusian Paradox: Teachers' Cultural Capital and Educational Reproduction
Eyal Bar-Haim, Guy Shani (University of Haifa)

Social reproduction research that focuses on the educational system draws much from Bourdieu's cultural capital theory. In the theory's original formulation, students' cultural capital is set against the capital that the "pedagogic work" wishes to instill in them. However, to date, the literature has focused exclusively on the cultural capital of students, without examining the effect of teachers' cultural capital on social reproduction. In this presentation, we address both sides of Bourdieu's original equation by incorporating into our analysis the cultural capital of both students and teachers. In doing so, we address two main problems in the literature: (1) difficulties accounting for variances in cultural reproduction across national contexts, and (2) the assumption that the mechanism underlying cultural reproduction lies in the interaction between students and teachers. We use Programme for the International Assessment of Adult Competencies (PIAAC) and Programme for International Student Assessment (PISA) data to investigate the relationship between teachers' cultural capital, students' cultural capital, school performance, and (subjective perception of) teachers' attitudes towards their students. Our results show that higher teachers' cultural capital in a country is associated with higher cultural reproduction. However, we cannot establish a mediation effect of teachers' attitudes on this association. Using Monte Carlo simulation, we also explore the effect of teacher-student cultural mismatch at the individual level. Our results highlight that teacher-student cultural mismatch is essential at the level of student-teacher interactions and at the aggregate level of the overall cultural capital of teachers. We argue that the issues of national context and structural-level mechanisms underlying cultural reproduction deserve further attention.

Teachers' Professional Dispositions and the Structure of the Segregated and Diversified Swedish School-market
Magnus Persson, Per Dannefjord (Linnaeus University)

In this presentation we turn back to Bourdieu's and Luc Boltanski's (1975) question of whether "the teacher who is the son of a teacher really is a teacher in the same sense as his father?". This question has been brought to the forefront in the wake of increasing social segregation and hierarchisation as well as the pedagogical diversification in the Swedish school-system over the last decades.

Growing differences in students' inherited educational capital and in schools' pedagogical activities have contributed to how unique circumstances of schools not only shaping teachers' working conditions but also their future careers. Teachers' first jobs form their professional disposition in a way that makes them navigate towards schools that structurally and pedagogically resemble the school where they had their first permanent employment - their formative school. The result from this navigation is that teachers become locked in to limited parts of the segregated labour market suited for their professional disposition. The study identifies three different types of professional dispositions, all related to the structure of the segregated and diversified school market: the traditional, the pragmatic, and the idea-based.

The study is based partly on 43 semi-structured interviews with active teachers, and partly on a panel study with 9 new teachers who were interviewed five times during their first four years as professional teachers (45 semi-structured interviews). The study is organised into two sub-studies where the first examines how teachers' career patterns correspond with the segregated and diversified school market, while the second examines the process in which professional dispositions are incorporated.

Paper Session 5C: Thursday 4th September 2025
14.00 – 15.30h

Mystification, Classification, and Self-Perception: Symbolic Violence in First-Generation Students' Higher Education Transitions
Liang-Wen Lin-Januszewski (Bergische Universität Wuppertal)

This study investigates how symbolic violence manifests through affective practices during first-generation students' transitions into higher education. Drawing on Bourdieu's concepts of habitus, symbolic violence, and corresponding affective practices, this study investigates how day-to-day classifications, academic language, and pedagogical practices in the higher education field function as exclusionary mechanisms that reproduce inequality.

This research utilizes data from an ongoing longitudinal project at a regional German university, comprising 41 in-depth semi-structured interviews conducted between March 2023 and June 2024. The sample spans three cohorts of first- and second-year students, including 12 males, 16 with migrant backgrounds, and 27 first-generation students. Using reflexive thematic analysis, the study examines shared perceptions and affective struggles of first-generation students, while recognizing their heterogeneity across age, gender, ethnicity, socioeconomic status, and parental influence.

Key findings reveal, first, world-making upon university arrival, with students seeking validation through varied affective practices based on gender and migrant background. Second, mystification and classification through pedagogical practices, including academic language, misrecognized meritocratic belief, and teaching culture. Third, evolving self-perceptions are influenced by constraining or empowering affective practices throughout their higher education journey.

This research illuminates the subtle mechanisms of social exclusion via symbolic violence in higher education, contributing to our understanding of how these processes impact student transition experiences and outcomes. By examining the interplay between institutional practices and students' affective responses, the study provides insights into the reproduction of educational inequalities and potential interventions to support first-generation students' success.

Mapping Out Layers of Disadvantages and Possibilities of Social Mobility in Pakistan's Education System
Amal Hamid (University of Manchester)

My research questions explore the role that students' linguistic and cultural capitals play in their educational attainment and the impact of socioeconomic status, gender, and ethnicity on their educational journeys in Pakistan.

Due to Pakistan's post-colonial history, English plays a crucial role in social mobility by acting as a gatekeeper to access higher education (HE). Students from socially and economically disadvantaged backgrounds with lower English language skills struggle to access quality education (Mustafa, 2011). I use Bourdieu's tools of capital, doxa and hysteresis to understand the experiences of first-generation university students from disadvantaged backgrounds in relation to English linguistic capital and HE. For my PhD, I interviewed students who are studying in universities across Karachi. They attended the same preparatory college (TCF College) that aims to help students from disadvantaged backgrounds enter HE.

My findings highlight how my participants felt out of place and did not feel prepared for HE (Bourdieu, 1986, 1991). They felt that TCF College helped them narrow the gaps in relation to these forms of capital. Their experiences led me to conceptualise TCF college as a "third space". I define the third space as a "social environment… in which students begin to reconceive who they are and what they might be able to accomplish academically and beyond" (Gutiérrez, 2008, p. 148). My findings discuss how third spaces enable students from disadvantaged backgrounds to access and thrive in HE.

Parental Support in the Process of Upward Social Mobility in France: Analyses from the Life Stories of "Non-Reproducing Elites"

Akiko Yamazaki (Japan Society for the Promotion of Science (JSPS), Paris 8 University (CRESPPA-CSU), HOSEI University)

This presentation examines parental support's specific forms and roles in upward social mobility in France, particularly in forming "non-reproducing elites" from disadvantaged backgrounds.

In their earliest work, Bourdieu and Passeron presented findings supporting social reproduction theory while acknowledging exceptions—individuals from disadvantaged backgrounds who attain higher education—and emphasised the need to clarify the mechanism behind such cases (Bourdieu & Passeron, 1964). Even today, social mobility in French society remains extremely limited. Therefore, identifying the factors that enable elite formation outside the mechanisms of social reproduction could contribute to addressing this societal issue.

The motivation for this study arose from encountering more non-reproducing elites than I had expected, during my doctoral research. How did they achieve elite status despite not inheriting "capital" from their parents? To explore this question, I have been conducting life story interviews with them since 2019, asking them to freely narrate their journey from childhood to their current elite status.

Their narratives revealed that, despite not inheriting "capital," many of them mentioned various forms of support they received from their parents. This support was often indirect, such as continuous emotional encouragement or permission for their children to freely choose their fields of study and career paths. While these parents generally lacked knowledge of France's elite pathways, they nonetheless made every effort to support their children's education and aspirations in any way possible. The interviews revealed that such parental support was valuable in forming non-reproducing elites.

This study categorises the various forms of parental support and discovers their roles. It aims to demonstrate that parental support is one of the factors facilitating upward mobility, including teachers' support and elimination of the information gap regarding access to the grandes écoles, as previously identified. Instead of considering non-reproducing elites as mere individual exceptions, it presents another mechanism of elite formation.

Paper Session 5D: Thursday 4th September 2025
14.00 – 15.30h

Stream: Cultural Practices and Educational Inequality
Room: 11A

Social consecration through music education
Lisa Hoegkil (Uppsala University)

As a PhD student in Sociology of Education at Uppsala University, I study how habitus formation unfolds through classical music education at a Swedish elite-characterized school (6–18 years), using ethnographical methods. Following a Bourdieusian tradition, I investigate how the school's music education (private instrument lessons, ensemble rehearsals and concert performances) functions as misrecognised tools for social consecration and sublimation. Acknowledging the multifaceted nature of habitus illuminated by "carnal sociology" (Wacquant and Vandebroeck 2024), I examine how a musical habitus formation involves not only a transfer of cognitive knowledge but also, significantly, a formation of corporeal and emotional dispositions, using the less frequently used Bourdieusian concepts hexis and libido (Bourdieu 2000). Social conditions for this formation were the establishment of a close collaboration between music teachers, parents and children, illuminating an intricate relationship between primary and secondary socialisation (conceptualised as a "trinity") and a shared belief in the higher value of music and musicality as an innate talent (doxa/nomos). As a contribution to the conference, this study offers elaborations on less frequently used Bourdieusian concepts (hexis, libido, doxa, consecration, sublimation), how such concepts can guide analysis of ethnographically collected material (studying experiences, practices and processes) and how social inequalities and hierarchies become reproduced through artistic educational pathways. Classical music education, at least through this specific school in

this national (Swedish) context, operates as a socially legitimised process of selection and election, restricted to students from highly positioned families and thus excluding students from less resourceful origins. Veiled behind the social appreciation and admiration for music and musicians, this study shows a hidden (misrecognised) form of elite reproduction.

Educating through television and the symbolic changes of Classical Music in Post-Revolutionary Portugal
Angela Flores Baltazar (Centre for the Study of the Sociology and Aesthetics of Music (CESEM/IN2PAST); NOVA School of Social Sciences and Humanities (NOVA-FCSH))

Following the Portuguese Revolution in 1974, the newly established democratic regime prioritized cultural decentralization, dismantling the restrictive structures of the Estado Novo dictatorship and making culture accessible to the broader population. Educational programs, including school-based initiatives, dominated national television at the time, aiming to democratize access to knowledge. Within this context, television became pivotal in music education, choosing Classical Music - a genre long associated with elitism - as a banner for this intention. As a result, TV hosts such as António Vitorino de Almeida and João de Freitas Branco led Bernstein-inspired programs, introducing Classical

Music's repertoire, history, and listening practices to a general audience. This paper analyzes a case of hysteresis caused by a lag in social adaptation triggered by this political shift. Through a sociological analysis supported by statistic data, reports, and other documents from the Portuguese National Television, I argue that these democratization efforts made culture more accessible but were insufficient to dismantle deeper social structures tied to the enduring habitus. Moreover, the dispositions in the social field shifted, with elites redefining their habitus by intellectualizing popular and rural elements, while requiring a significant cultural capital to engage with them. Despite intentions of equality, these programs often relegated audiences to the role of "students", unable to fully internalize these practices as part of their personal tastes and identities. Television programming, curated by elites, reinforced existing hierarchies and perpetuated the perception of Classical Music as exclusive, as Bourdieu highlights in Sur la télévision (1996).The paper offers an exhaustive Bourdieusian analysis, enriched with references to authors like Juan Wang, Fredric Jameson, and Jürgen Habermas, fostering a nuanced discussion on a rather complex case, and providing reflections on education and culture in an increasing mass consumerism framework.

Transforming Fields: A Bourdieusian Framework for Equity in Transnational Higher Education
Bowen Zhang (Durham University)

This study critically engages with Bourdieu's concepts of habitus, field, and capital to explore the complexities of transnational higher education (TNHE), moving beyond the overused notion of "reproduction." Focusing on Xi'an Jiaotong-Liverpool University (XJTLU) as a case study, it examines how institutional logics are concealed and deliberately substituted to project a distinct identity within an English-medium instruction (EMI) environment. By introducing the framework of "core" (derived from official narratives) and "extension" (lived experiences that resist documentation), this research reveals the tension between institutional expectations and individual agency. The findings underscore how prospective teachers and students are either aligned with or compelled to adapt to XJTLU's pre-established "core," perpetuating privilege and inequality. However, the study also highlights the emancipatory potential of Bourdieusian tools in challenging these static logics. By bringing concealed mechanisms into the open, TNHE can be transformed from a reproductive field into one that fosters greater equity. This research contributes to the broader discourse on internationalisation by demonstrating how dissonance between habitus and field does not necessarily hinder compatibility but can instead serve as a catalyst for change. It calls for a reimagining of TNHE as a space where individual agency, drawn from habitus as a repertoire, can challenge institutional dominance and promote inclusivity. Ultimately, this study advocates for a deeper exploration of the concealed logics shaping TNHE, offering a pathway to address rising complexities and inequalities in global higher education. It invites future research to build on these findings, pushing the boundaries of Bourdieusian analysis to advance equity and opportunity in internationalised educational contexts.

Paper Session 5E: Thursday 4th September 2025
14.00 – 15.30h

Recognizing the voices of students in contexts of vulnerability: An ethnographic analysis from Bourdieu's theory

Lucia Torres, Begoña Vigo Arrazola (University of Zaragoza)

The inclusion of the voices, experiences and needs of students and their communities in educational practices is essential to promote meaningful learning and generate sustainable changes in school social processes (Freire, 1996). As part of a larger research project on the inclusion of student and community voices for creative and sustainable education in a digital context in Spain, this study draws on Pierre Bourdieu's (1990) theory to explore how educational practices with digital media can integrate these voices both as learning content in curricula and in their transformative capacity in teaching and community dynamics (Beach & Öhrn, 2023).

Through an ethnography (Beach & Vigo, 2021) conducted in two secondary schools with a high percentage of vulnerable students (Aragon, Spain), the study analyzes how student and local community voices are (or are not) recognized and incorporated in the design, implementation and work through them in digital activities. The concepts of habitus, cultural capital and field are used to explore the tensions between traditional school practices, the demands of the neoliberal educational field and the possibilities for transformation through inclusive digital education.

Initial findings suggest that when students' voices are considered in educational programming, these practices not only increase students' sense of agency, but also make it possible to work with the learning content of the curriculum contextualized and focused on students' interests. Thus, the inclusion of these voices fosters more meaningful teaching processes, respecting and valuing cultural, social and local diversity.

Rethinking Vulnerability with Bourdieu: Symbolic Violence and Relational Authority in the Classroom
Florian Weitkaemper, Kevin Naimi (PH Ludwigsburg)

Our paper focuses on Pierre Bourdieu's relational concept of symbolic violence and relates it to the role of vulnerability in the context of educational inequalities. Bourdieu (1979) uses the concept of symbolic violence to analyse how social hierarchies and inequalities are reproduced through symbolic dominance. His achievement is to show that this happens in a subtle, relational way and, among other things, with the consent of the oppressed (Schubert 2014). In education, this is particularly evident in the relationship between teachers and learners, where implicit power relations can reinforce inequalities (Weitkämper 2024).

We see great potential in exploring the link between symbolic violence and relational vulnerability. Using ethnographic field notes (Weitkämper 2024), this paper explores how symbolic processes of power can be understood in classroom practice and what role the concept of mutual vulnerability plays in the workings of classroom domination. This analysis proposes that in order to properly understand the workings of power and symbolic domination, we need to situate it as a central part of how vulnerable actors manage authority in situations of discomfort. We will argue that vulnerability should not only be seen as a deficit, but as a relational concept that stands for openness and human connectedness. This perspective recognises the dual nature of vulnerability: it harbours risks engendering relations of power, but also represents an important mechanism for promoting care and strengthening educational relationships. In this context we propose a relational view of authority, understood as a dialogical approach, offers the potential to overcome educational inequalities (Naimi/Weitkämper in prep.).

(Mis)recognising the symbolic violence of academically selective education in England: a critical application of Bourdieusian analysis to pupils' lived experiences
Francesca Mccarthy (IOE, UCL's Faculty of Education & Society)

This paper contributes to critical scholarship of symbolic violence by questioning the extent to which symbolic violence is recognised and misrecognised by those who experience it. The specific form of symbolic violence I explore relates to the English system of academically selective education. I examine the lived experiences of three pupils who took and did not pass the '11+' (the exam taken by pupils which determines entrance to an academically selective 'grammar' school). I foreground the 'ordinary suffering' (Bourdieu, 1999, p. 4) of these pupils to critically examine the established conceptualisation of symbolic violence that equates disadvantaged to dominated.

Following McNay (2004), I argue that Bourdieu's thinking tools align with an understanding of lived experience as a relational construct. Narratives of pupils' lived experiences are analysed using symbolic violence and the associated tools of pedagogic action, pedagogic authority and pedagogic work. Such analysis demonstrates how the academically selective system perpetuates symbolic violence. However, examining such micro views also reveals instances of capacitation for the individual pupils that arose from their awareness of the rules of the game of education. Further to critiques raised by Watkins (2018) and Burawoy (2019), I demonstrate that addressing current inequalities within education requires a conceptualisation of symbolic violence that acknowledges individual capacity to recognise as well as misrecognise symbolic violence.

Paper Session 5F: Thursday 4th September 2025
14.00 – 15.30h

Stream: Education and Belonging
Room: 16

Intersecting Habitus and Pedagogic Discourse: An Ethnography of an Urban Classroom in Delhi, India
Akshita Rawat (University of Vienna, Austria)

In this paper, I aim to present an analysis of teaching-learning practices in a government school in Delhi, India, to understand what discourses shape these pedagogical practices. Several studies have looked at both Bourdieu and Bernstein's emphasis on the embodiment and institutionalisation of social hierarchies. This paper aims to contribute to Bourdieu's theory of habitus by further understanding the process of knowledge transmission and its underlying regulative principles (social relations). This is done through Bernstein's concept of classification and framing which regulates power and control relations in the classroom.

By focusing on the classroom as a microcosm, this paper looks at the interaction of habitus of teachers and students with processes of knowledge relay and the ideological underpinnings through which social hierarchies can be projected and embedded in pedagogy while also accounting for counter-hegemonic practices.

Ethnographic methods of classroom observation, informal conversations and interviews shed light on the belief frameworks of teachers, cultural models and notions of educability that shape instructional aspects of pedagogy. It particularly highlights the social class/ caste assumptions of pedagogy that stem from a 'deficit' perception of marginalised students' intellectual abilities, shaped by the precedents set by the school leadership as well as the culturally rooted ideas about the purpose of education and moral regulation of students from marginalised class/ castes.

School Composition and School Belonging: a post-Bourdieusian narrative review of peer relations across social class and ethnoracial positions.
Akim Said Aalou (Vrije Universiteit Brussel (VUB))

Research on educational inequalities reveals disparities in school belonging along social (e.g., Brinkmann et al., 2024) and ethnoracial lines (e.g., Murphy & Zirkel, 2015). Classical Bourdieusian theory attributes these disparities to the (mis)alignment of pupils' habitus with the institutional culture (Lareau, 2003). This framework minimises the role of actual relations (Crossley, 2013), as relationships with peers and teachers have been shown to be crucial to school belonging too (Allen et al., 2018). Ironically, Bourdieu's assumption of homophily – the tendency to associate with similar others – suggests a need to consider school composition since a higher proportion of underprivileged peers within a school may foster school belonging among them. This narrative review addresses this gap by exploring how school composition shapes peer relations across social class and ethnoracial divisions.

Although research on school composition has advanced significantly, a review of this field reveals that it is riddled with paradoxes due to three critical limitations. First, few studies account for the overlap between social class and ethnoracial background in school composition. Second, the reliance on proportions and odds to measure homogeneity in peer networks obscures variation in the actual number of same- and cross-group friends across schools. Third, while some scholars convincingly distinguish between homophily (a preference driving friendship formation) and homogeneity (the rate of intergroup relations), they overlook the implications of this distinction. Drawing on a post-Bourdieusian conceptualisation of habitus (Lahire, 2011), this review addresses these limitations and challenges studies suggesting that pupils feel more 'at home' in segregated schools (e.g., McNeely et al., 2002). By contrast, it supports empirical findings showing that heterogeneous school compositions – with a balance of ethnoracial groups and minimal overlap with social class divisions – foster school belonging in all pupils (e.g., Graham et al., 2022).

The Invisible Currency: How Social Capital Fosters (or Fractures) Belonging in Higher Education: A Bourdieusian Study of Ethnic-Minority Experiences
Jente De Coninck, Wendelien Vantieghem, Peter Stevens (Ghent University)

Despite Flanders' open-access HE-system, democratization remains incomplete, as ethnic-cultural minority (ECM) and low-socioeconomic-status (SES) students encounter significant social and academic challenges. With growing recognition of non-academic factors, fostering a sense of belonging (SoB) has become a key focus. While SoB matters for all students, ECM-students experience greater concerns due to their underrepresented social identities (Ahn & Davis, 2019).

This study extends Ahn and Davis (2019) coding framework, which defines four domains of SoB: Academic, Social, Personal, and Surroundings. We examine the role of social capital in fostering a SoB. Employing Bourdieu's cultural reproduction framework (Bourdieu, 1986; Bourdieu & Passeron, 1977), we conducted a longitudinal qualitative content analysis on 69 interviews with ECM students with diverse SES, tracking their experiences over three semesters.

The findings highlight the pivotal role of meaningful social interactions with peers as well as academic staff, in shaping a SoB, with social capital proving essential in fostering these connections. Participants emphasized key factors in friendship-building during their university transition. The urgent need to belong emerged as a central theme. In this context, friendship began with the formation of initial connections, which may or may not evolve into deeper bonds. social capital emerged as a critical buffer against stress and uncertainty, with the urgent need to belong as a central theme. Initial connections, whether deepening or not, expanded social networks and reinforced SoB. Two forms of social capital were identified: bonding social capital, where students connected with peers sharing similar identities, often along ethnic lines, providing familiarity and recognition; and bridging social capital, where cross-ethnic connections offered access to dominant forms of capital.

This paper is highly relevant to the conference as it applies Bourdieu's theories in practice, examining the interplay between social capital and university sense of belonging.

Paper Session 6A: Friday 5th September 2025
9:30 – 11h

Campus recruitment fairs as sites for exchanging aesthetic capital
Ulpukka Isopahkala-Bouret, Linda Maria Laaksonen, Nina Haltia (University of Turku)

Drawing Inspiration from Bourdieu's theory, physical appearance can be considered as capital that can be accumulated and converted into other forms of capital (Kukkonen 2022). However, such capitalisation of physical appearance is normatively regulated and not equally available to everyone. For instance, at work, the physical appearance has to be congruent with social expectations of the employing field. Furthermore, there exists appearance-based occupational stereotypes, which are based on gendered, aged and racialised expectations (e.g., Isopahkala-Bouret 2016). This study investigates physical appearance in the context of campus recruitment practices. Prior research has shown how different forms of capital play a vital role in student recruitment (e.g. Daoust, 2019). Our study will advance this body of literature by focusing on the role of appearance in the exchange between university, students and recruiting corporations. The specific aim is to analyse how the aesthetic capital is manifested both in the online marketing of and in the interaction practices at the recruitment fairs. We have collaboratively produced ethnographic data (online and onsite) from four recruitment fairs at different Finnish cities. Our findings show that participation in recruitment activities demand appearance work. Embodiment of the 'right' kind of dressing, hair style and accessories create affiliation between students and employers, and amplify existing patters of social inequality.

Being born poor is irrelevant: a discussion on the reproduction-driven agency of non-privileged Chinese international students in their post-graduation returning employment trajectories
Chu Liu (University College London)

The current backdrop constantly reminds us of the temporality and uncertainty of the "class"—a fluid concept, subject to change rather than being a predetermined fate. Therefore, based on Bourdieu's theoretical framework, by conducting semi-structured interviews with 31 disadvantaged (low-income household) Chinese international students holding UK master degree and have worked at domestic labour market within 10 years, this study tries to uncover how less privileged international students achieve employment success and upward social mobility. This study finds that the disadvantaged social background, geographical mobility and unequal life experience instills in these students the reproduction-driven agency—a profound aspiration for upward mobility and a desire to transform their circumstances—which then strategically guides them in pursuing a series of education- and employment-related practices. To note, such agency formation process are not simply romanticised narratives of personal effort or the triumph of individual willpower, but rather are constructed within the nexus of perceived limitations and opportunities. Therefore, this study also highlights that the social mobility of these disadvantaged students does not signify a fundamental transformation of unequal relationships. Instead, their mobility aligns with the existing resources distribution and capital accumulation modes within these fields, thereby, to some extent, perpetuating or even reinforcing the established unequal structures embedded in these fields. By introducing the notion of individual agency or agentic capital, this study stresses the need for a more nuanced comprehension of life course—an approach that acts as a counterweight to the simplistic meritocratic or neoliberal narratives by exploring how agency and structure influence each others in the formation of personal practice.

Challenging hierarchies in educational qualifications: using doxa to reconsider ways of being and doing
Elizabeth Gregory, Rosa Archer (University of Manchester)

This paper draws upon two research projects in considering how Bourdieu's notion of doxa may be used to challenge taken-for-granted truths about the superiority of particular educational routes and qualifications. These projects took place in two different educational contexts in England, and we aim to synthesise our findings to demonstrate that hierarchical power structures are prevalent across multiple education sectors and locations. We argue that using Bourdieu's thinking tools – and doxa in particular – can offer ways of both understanding and challenging these harmful and pervasive divisions.

We first present findings from case study research conducted in a college of further education in England, where learners aged 16-18 (n = 24) were invited to discuss their recent experiences of transitioning from school to college. The research was specifically interested in whether a learner's choice of academic or vocational pathway affected the ways in which they narrated these experiences. Data indicate that whilst participants on the vocational pathway were aware of negative perceptions of their chosen qualification, they took the opportunity to forge new, more positive narratives suggesting that change within this particular field is possible.

Secondly, we consider a study conducted with mathematics teachers who do not hold mathematics degrees and who entered the profession via a Subject Knowledge Enhancement course (SKE), a 6-month course that gives graduates entry into teacher training. Our analysis confirms that participants feel as prepared as their peers who hold mathematical degrees. We argue that the SKE has changed the power dynamics of the field to such an extent that individuals can become mathematics teachers with positions in the field on par with those coming in with mathematics degrees. Taken together, these studies suggest that it is possible to challenge doxa in education, whilst recognising that the process is likely to take some time.

Paper Session 6B: Friday 5th September 2025
9:30 – 11h

Stream: Social Space, Field and Class
Room: 14B

Social Space and Educational Misery in Japan: A Bourdieusian Mixed-Methods Approach
Chinen Ayumu (University of Osaka), Kazuki Kurihara (University of Tokyo), Yuji Tanaka (University of Osaka)

Bourdieusian studies on education have accumulated extensively over the years. While these studies have made significant contributions, the full potential of Bourdieu's research has not been fully realized in certain aspects. Specifically, qualitative and quantitative research tend to accumulate separately. The aim of this study is to explore the potential of a mixed-methods approach to Bourdieusian research on educational inequality.

The data used in this study come from a survey we conducted in a city in Tokyo, Japan. This survey targeted high school students and their parents residing in the city. A total of 1,000 parent-child pairs were randomly sampled from the Basic Resident Register and mailed a questionnaire, resulting in 300 responses. Additionally, we conducted interviews with 23 pairs of high school students and their mothers who consented to participate.

The analysis follows these steps. First, we construct a social space based on the questionnaire survey data and examine whether a space homologous to the social space Bourdieu identified in France—structured by the volume and composition of capital—can be depicted even when applied to a city in

Japan. Second, we analyze how the educational misery experienced by mothers and children differs depending on their position within this social space, using the interview data.

The results reveal several key findings: (1) Japanese society can be mapped in terms of the volume and composition of capital, primarily economic and cultural capital; (2) the historical characteristics of Japan, characterized by delayed modernization, are inscribed within this social space; and (3) educational misery varies depending on one's position within this social space. Our findings will help uncover the potential of the Bourdieusian approach to education and inequality.

A longitudinal study of class relations in Australia: A Bourdieusian multiple correspondence analysis
Michael Mu (University of South Australia)

This study re-engages with Bourdieu's canonical model of class relations and his primary quantitative methodology of multiple correspondence analysis. The study deliberately deviates from the oft-used, taken-for-granted class labels on paper (e.g., working class, middle class), delving instead into what Bourdieu models as a differentiating space of class relations. It resonates with Bourdieu that class does not exist as a real social category but unfolds within a relational space of classifications. The study also reinvigorates multiple correspondence analysis – a relational statistical tool integral to Bourdieu's research program but regrettably sidelined in Bourdieusian sociology of education.

Two waves of data (with ten years apart) were drawn from the Longitudinal Study of Australian Children. A dataset of 419 complete cases with value across all the selected 20 variables in both waves enabled the longitudinal analysis of class relations in Australia. These variables include seven measures that provide area-level information (e.g., socio-economic index for residential areas) and 13 measures that provide individual-level information (e.g., parental educational qualification and occupation, children's academic achievement). The area-level variables gauge the 'social geographies', that is, the social characteristics of the posts, and the individual-level variables gauge the 'social biographies', that is, the social characteristics of the agents who fill those posts. A Bourdieusian multiple correspondence analysis was used to explore the correspondence between the social geographies and the social biographies within a space of class relations.

Educational and social inequalities were found as a sustained pattern of class relations while there were marked changes in class dynamics over ten years' time. Class relations were found within a multidimensional space of classifications at the intersection of education, occupation, migration, language, and ethnicity. The study adds migration, language, and geography to the map of class relations in Australia, challenging the 'national psyche' that the Down Under is 'classless'.

A field analysis of state work in England and Germany
Peter Kelly (University of Plymouth)

In this paper I consider policy enactment using a Bourdieusian rather than the more common Bernsteinian or Foucauldian lenses, where bureaucratic state work constitutes the deployment of categories and classifications within field logics and institutional doxas (Arnholz & Hammersley, 2013; Bourdieu, 1994; 1989-92/2014; 1981-1982/2019; Swartz, 2018). Similarities and differences between countries are explained by analysing the influence of state administration on schooling. This results, however, in an account of teaching as state work, which transcends differences in state organisation to expose the deployment of state power in everyday activities.

Observations and interviews conducted in eight secondary schools in each of England and Germany are analysed to consider how states shape schooling. The logics of educational administration are distinguished as largely bureaucratic in Germany and post bureaucratic in England. Cross-field effects between administration and schooling are then identified to consider the formation of institutional doxa. In so doing, this analysis demonstrates that the rule of law helps maintain stability in Germany but is augmented by science in the context of unsettling market reforms in England.

Symposium Session 6C: Friday 5th September 2025
9:30 – 11h

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Room: 12
Chair: Maria Keil & Angela Graf
Discussant: Nicola Ingram
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Researching Educational Inequalities with Bourdieu: Contributions from Germany
Maria Keil, Angela Graf (Section Education of the German Sociological Association)

The symposium aims at bringing the German Bourdieusian state of research with on educational inequalities in conversion with international scholars. German sociology and education studies provide in-depth theoretical discussions and methodological innovations of Bourdieu's work, while Germany is an interesting case for international comparison due to its state-funded and non-elitist education system. The symposium presents three prominent research streams of researching educational inequalities with Bourdieu from Germany representing the variety of conceptual and methodological approaches and relates them to the international state of research as presented at the Bourdieu Study Group's Mid Term International Conference.

First, Oliver Wieczorek and Christian Schneickert will show how Geometric Data Analysis can be used to unpack educational inequalities by examining the relationship between class background (cultural and economic capital), students' habitus and their learning strategies based on current quantitative PISA data.

Second, Tim Zosel will introduce the qualitative-reconstructive method of habitus hermeneutics with its theoretical-methodological approach and illustrate, based on his own findings, how habitus hermeneutics can shed light on the match between participants and pedagogical staff in work-oriented educational contexts.

Third, Maria Keil will focus on the relational moment in Bourdieu's sociology of education and show, based on her own collaborative research on educational transitions, social mobility and field matches, how Bourdieu's concepts of field, class and habitus can be linked in qualitative empirical research.

For the final discussion, discussant Nicola Ingram will critically reflect on and discuss the different approaches of researching educational inequalities from an international perspective. With her expertise, we can bring the research foci represented in Germany into a wider conversation with international research and discuss commonalities, differences and potentials for connecting research endeavours, and conceptual, and methodological avenues inspired by Bourdieusian theory. The final discussion will be moderated by the chairs Angela Graf and Maria Keil.

Presentations

Class background, pupil's habitus and educational inequalities. Quantitative reconstruction of habitus through learning strategies using Geometric Data Analysis and unsupervised machine learning algorithms with PISA data
Oliver Wieczorek (International Center for Higher Education Research), Christian Schneickert (Otto von Guericke University Magdeburg)

We examine the relationship between parental class, differentiated by cultural and economic capital, the habitus of pupils (e.g. learning strategies and growth mindset), and educational inequalities. Theoretically, we focus on the postulated relationship between social origin and school children's habitus and discuss various possibilities, desiderata, and problems of the available instruments for (qualitative and quantitative) operationalization and measurement of habitus.

On this basis, we then use a methodologically integrative approach that combines dimension-reducing procedures from the family of geometric data analysis with unsupervised machine learning algorithms to reconstruct the habitus of children typologically via indicators of different learning strategies. Various hypotheses derived from the theory regarding the connection between parental class and

habitual learning strategy types are then tested using regression analysis. The most recent PISA data from 2022 for Germany and in international comparison serve as the data basis.

Habitus hermeneutics and inequality in citizenship education
Tim Zosel (University Duisburg-Essen)

In the first part of the presentation, I will outline the methodological principles of habitus hermeneutics as a qualitative and reconstructive method for analysing the habitus (Bremer et al. 2024). Following Bourdieu's theory of habitus and field, the method aims to uncover social structures and habitus patterns. It is linked to the concept of the "social milieus" (Vester) and "praxeological class analysis" (Marx, Weber, Thompson, Williams and Bourdieu). I will then demonstrate how to reconstruct the habitus as an organising principle ("modus operandi") from social practice.

In the second part, I will illustrate habitus-hermeneutical analysis with findings from an inequality-related study on citizenship education, in which I conducted focus groups with citizenship teachers from different schools (Zosel, 2025). The results reveal the interplay between the milieu-specific habitus and pedagogical practice, as well as associated teaching objectives and ideals of good citizens. Finally, I will situate this finding within the international discourse on inequality-based citizenship education.

A relational lens on educational inequalities
Maria Keil (University of Tuebingen)

The paper focuses on the relational moment in Bourdieu's sociology of education and shows how this can be theoretically strengthened and made fruitful for empirical research. I will show how Bourdieu's concepts of field, class and habitus can be linked and how an empirical-analytical focus on relations can look like. I will illustrate this approach based on own and collaborative research on educational transitions (Keil 2019; Keil et al. 2024), habitus field matches and gatekeeping (Keil 2020, Keil & Petrik 2024) and social mobility and class struggles (project Transitions into Social Class, Keil et al. 2024). By arguing to shed light on relational, i.e. affective, spatial and temporal dimensions of educational inequality and studying educational inequalities intersectionally, I link my research to the international state of research (e.g. Keil et al. 2026) and thereby propose a bridge between research strands in Germany and internationally.

Symposium Session 6D: Friday 5th September 2025
9:30 – 11h

Room: 11A
Chair: Michael Parzer, Flora Petrik, Veronika Wöhrer
Discussant: Michael Parzer

Narratives of Social Mobility: Writing Class Journeys in Higher Education
Flora Petrik (University of Tübingen), Michael Parzer, Veronika Wöhrer (University of Vienna)

Social Mobility is often celebrated as a success story, yet it is frequently accompanied by ambivalent emotional experiences (Friedman 2016; Ingram & Gamsu 2018). The need to construct an academic identity plays a crucial role when students from non-academic families enter environments dominated by unfamiliar social and cultural codes. To understand these ambivalences it is important to learn from lived experiences of 'educational climbers'.

In a university seminar in Vienna in 2021, the focus was placed on the use of personal narratives as tools for reflection and analysis. Students were encouraged to reflect on their personal educational trajectories and to make visible the challenges they faced, particularly in the context of social inequality. This was not only emotionally affirming but also facilitated rethinking the connection

between individual experience and academic theory. The autoethnographic text that I produced in the context of the seminar will serve as focal point of my presentation.

My autoethnographic experiences reveal that entering university is not only an intellectual endeavour but also a social and emotional one, fraught with inner conflicts and ambivalence. The transition into the academic world involved confrontations with unfamiliar cultural codes and expectations, often evoking a persistent sense of alienation and estrangement. Such insecurities were accompanied by shame, surfacing even in mundane situations—such as the fear of saying the 'wrong' thing in seminars or comparing myself to peers who seemed to navigate the academic environment effortlessly. Shame was not merely a background emotion; it was a central aspect of my educational journey, acting both as a barrier and a source of motivation.

The findings highlight how shame arises from the tension between one's background and a sense of belonging in academia. The process of confronting this emotion is analysed as a key to integration and the construction of an academic identity.

Presentations

From Lived Experience to Sociological Insight: Writing Autosociobiography as a Tool for Refining Research Focus
Corina Schwarz

It has been an open secret in sociology that biography shapes research interest, even before the rise of paradigmatic post-colonial and feminist studies. For many sociologists, lived experience serves as the starting point of their careers and provides the initial impulse for formulating sociological questions - Bourdieu himself being no exception. Based on an autosociobiography written at the University of Vienna during the Summer Semester 2024, as part of a course on Pierre Bourdieu's Theory of Social Inequality, I will use exemplary excerpts highlighting transitions in my life trajectory as points of analytical reflection. Specifically, the focus is on three key shifts explored in the text: the professional shift from natural sciences to social sciences, the relocation from a rural hometown to an urban environment, and the progression from a working-class upbringing to a life as an academic. With exemplary theoretical and empirical research questions derived from engaging with the reflexive text, I will demonstrate how writing an autosociobiography has helped sharpen my research focus. This process highlights the importance of recognizing distinct perspectives, understanding their strengths and limitations, and utilizing personal experiences and real-life observations as a foundation for formulating sociological hypotheses. The aim of this presentation is to demonstrate that my research focus has been shaped not merely by experience itself but, more significantly, through the critical and conscious reflection of that experience, thus potentially making the autosociobiography a research tool enhancing academic capabilities for social scientists. This suggests that the benefit of autosociobiographies for their authors may go beyond individual empowerment, meaning "growth in reflexivity, ability to take criticism, and power of action" (Petrik, Schlögl und Reszner, 2020, S.10), by also advancing academic skills and contributions to sociological discourse.

Social Mobility and the Power of Personal Narratives: Shame, Social Inequality, and the Construction of Academic Identity
Martha Schlögl

Social Mobility is often celebrated as a success story, yet it is frequently accompanied by ambivalent emotional experiences (Friedman 2016; Ingram & Gamsu 2018). The need to construct an academic identity plays a crucial role when students from non-academic families enter environments dominated by unfamiliar social and cultural codes. To understand these ambivalences it is important to learn from lived experiences of ‚educational climbers'. In a university seminar in Vienna in 2021, the focus was placed on the use of personal narratives as tools for reflection and analysis. Students were encouraged to reflect on their personal educational trajectories and to make visible the challenges they faced, particularly in the context of social inequality. This was not only emotionally affirming but also facilitated rethinking the connection between individual experience and academic theory. The autoethnographic text that I produced in the context of the seminar will serve as focal point of my

presentation. My autoethnographic experiences reveal that entering university is not only an intellectual endeavour but also a social and emotional one, fraught with inner conflicts and ambivalence. The transition into the academic world involved confrontations with unfamiliar cultural codes and expectations, often evoking a persistent sense of alienation and estrangement. Such insecurities were accompanied by shame, surfacing even in mundane situations—such as the fear of saying the 'wrong' thing in seminars or comparing myself to peers who seemed to navigate the academic environment effortlessly. Shame was not merely a background emotion; it was a central aspect of my educational journey, acting both as a barrier and a source of motivation. The findings highlight how shame arises from the tension between one's background and a sense of belonging in academia. The process of confronting this emotion is analysed as a key to integration and the construction of an academic identity.

Symposium Session 6E: Friday 5th September 2025
9:30 – 11h

Room: 11B
Chair: Berenice Scandone, Marta Cordini
Discussant: Berenice Scandone, Marta Cordini

Understanding Learner Trajectories through the Interplay of School and Family Habitus
Berenice Scandone, Marta Cordini (Polytechnic University of Milan)

Across countries, inequalities related to socio-economic and migrant background persistently mark learner outcomes and trajectories, from early childhood to tertiary education (OECD 2024). Alongside the well-established influence of unequal access to economic, social and cultural capital, and differences in the attunement (Reay 2019) of the individual and family habitus with the education field, the role of the institutional context and practices is also paramount and is receiving increasing attention (Tarabini and Ingram 2018). The concept of institutional habitus, including the institution's reputation, curriculum offer, organisational practices and cultural and expressive characteristics, was coined to describe "the impact of a cultural group or social class on an individual's behaviour as it is mediated through an organization" (McDonough 1997; Reay 1998). Employed in combination with that of familial habitus, it has proved a fruitful analytical tool to understand how educational institutions shape learners' aspirations, expectations and decision-making (Reay et al. 2001). Yet, how the institutional habitus is formed and transformed and its dialectic interaction with learners' and their family habitus in defining trajectories remain relatively underexplored albeit crucial nodes (Çelik 2021).

This symposium aims to unravel how the interplay between school and family habitus, as shaped by the educational landscape, influences learner trajectories. Educational landscapes are intended as the institutional and spatial arrangements that characterise the education field in specific national, regional and local contexts, which importantly affect institutions' habitus as well as the distribution of students from different background across institutions (Boterman et al. 2019). The symposium brings together three contributions focusing on transitions from primary to lower secondary school and from lower secondary to upper secondary school, and considers how these take place in three Southern European countries with different systems of school choice: Italy (free choice), Spain (conditioned free choice) and France (residence-based choice).

Presentations:

Is gentrification contributing to produce more social mix at school? The case of Paris inner suburbs.
Lise Lecuyer, Marco Oberti

Faced with soaring housing prices in the Paris metropolitan area, an increasing share of the upper middle class is relocating to working-class municipalities in the nearby inner suburbs, where the housing market is less constrained. The impact of this trend on the social profile of public middle

schools—whose admissions are largely determined by strict residential zoning policies—remains moderate and varies significantly depending on the local context. To better grasp the gap between "residential gentrification" and "school gentrification" and to uncover the underlying mechanisms, it is essential to identify the specific strata of the upper-middle class most concerned. This includes distinguishing those belonging to the "public and cultural pole" from those in the "private pole," while also considering housing tenure. Indeed, as home ownership is more accessible in predominantly working-class municipalities, and given the constraints of school catchment areas, the choice of the local public middle school may be perceived as problematic, potentially leading to avoidance. Examining the interplay between residential choices and school choices, in light of the structure of families' capital, is key to understand both the drivers of urban change and the educational inequalities that arise from it.

However, school avoidance is not solely driven by a segment of the middle and upper classes seeking to prevent their children from attending working-class middle schools. Other factors, including the social and educational context of the municipality of residence, as well as that of neighboring municipalities, also play a decisive role. Using descriptive statistics and regression models, considering both the social and residential characteristics of households as well as the contexts in which they reside, we aim to analyze the underlying dynamics and their spatial manifestations.

The Mutual Influence of Middle School Habitus and Segregation Mechanisms at Entry and Exit
Giulia Marroccoli (Politecnico di Milano), Carlotta Caciagli, Mario Trifuoggi (Università degli Studi di Napoli Federico II)

As previous research has demonstrated, school segregation arises from a combination of factors, including the functioning of the educational system, local territorial characteristics, and household decisions. Schools are often seen as the end point where the results of these forces are visible, reflecting the outcomes of these mechanisms. However, schools themselves can also influence the composition of their student body and that of schools in the next education cycle, impacting the dynamics of segregation. This study aims to investigate how schools composition informs the practices, narratives, and customs adopted by school staff (particularly principals and teachers), and how these can influence segregation dynamics both when students enter middle schools and when they transition to upper secondary schools. It will explore two main mechanisms: 1) the strategies and practices employed to either mitigate or reinforce segregation trends between schools and classes, particularly in middle schools where segregation is often reflected in the composition of schools and classes; 2) the strategies and practices used in guiding students towards different upper secondary school tracks, where segregation mechanisms are more pronounced.

The research involved interviews with principals and teachers from 12 middle schools in Milan and 9 in Naples. The paper will present preliminary results and reflections, offering a comparative analysis between the two cities, which exhibit notable territorial differences. The findings are expected to illustrate the mutual influence of segregation mechanisms at middle school entry and exit and the school habitus in quasi-market contexts.

Shaping Learner Identities, School Experiences and Trajectories Across Social and School Contexts: the Catalan (Spain) Case.
Mariona Farrè, Francisca Bustamante, Relmu Gedda, Aina Tarabini (Universitat Autònoma de Barcelona)

Despite the global expansion of education, significant inequalities persist in school failure, early school leaving, and differential trajectories and experiences across social groups. This issue is particularly acute in Spain, and especially in Catalonia, where 14.8% of 18- to 24-year-olds had not completed upper secondary education in 2022, a figure well below the EU-27 average of 9.9% and far from the EU-2030 target of 9% (MEFP, 2021). The sociology of education has extensively emphasized the importance of school and institutional contexts in shaping students' opportunities (Tarabini et al., 2017). While research often focuses on educational trajectories in terms of substantive choices, outcomes, and

results, less attention has been paid to students' subjective relationships with learning and how these are mediated by their social positions, dispositions, and school contexts. Drawing on the concepts of school experience (Dubet, 1996) and learner identity (Coll & Falsafi, 2009), this study examines school transitions as dynamic processes of becoming over time (Colley et al., 2003).

As part of the LEARNER project (https://learnerproject.org/), which investigates the influence of curricular policies, pedagogical practices, and social contexts on learner identity, this article explores how family habitus, school, and out-of-school experiences interact with different pedagogical and curricular models to shape distinct forms of learner identity.

Data was gathered through a questionnaire administered to 634 students in five Catalonian schools during their second year of lower secondary education. Schools were selected based on social composition (working-class and middle-class) and curriculum approach (competence or subject based curriculum). The questionnaire covered dimensions like socioeconomic background, activity contexts, educational trajectories, and students' subjective relationships with learning.

Findings shed light on how students construct learner identities through diverse experiences across socio-institutional contexts, while deepening our understanding of the interplay between social structures, educational experiences, and the subjective aspects of learning through a Bourdieusian lens.

Symposium Session 7A: Friday 5th September 2025
11:30 – 13h

Room: 14A
Chair: Aina Tarabini
Discussant: Berenice Scandone

A Relational Turn in Learning: A Bourdieusian Sociological Perspective
Aina Tarabini (Universitat Autònoma de Barcelona)

Despite the global expansion of education, many young people still face barriers to quality education due to school failure, Early School Leaving (ESL), and different forms of school disengagement. Persistent learning gaps highlight the exclusionary nature of educational systems. Research identifies a lack of meaning attributed by students to school learning as a key factor in these inequalities (Tarabini, 2019). However, there is limited sociological research adopting a holistic perspective that goes beyond academic outcomes to address the processes, relationships, and contexts shaping learning experiences.

This symposium proposes a Bourdieusian relational framework (1990) to examine learning inequalities. Rejecting individualistic views of learning outcomes as properties of students or schools, it uses Bourdieu's concepts—field, capital, and habitus—to analyze how power relations and symbolic hierarchies influence knowledge acquisition and recognition in schools. This approach reveals how structural inequalities are reproduced or challenged through everyday classroom interactions and emphasizes the alignment—or clash—between students' dispositions and institutional expectations, which shape trajectories of success or marginalization. By integrating macro-structural analyses with micro-level practices, this framework offers a deeper understanding of how learning processes perpetuate or disrupt inequalities.

The symposium presents three papers from the LEARNER project (https://learnerproject.org/), which provide theoretical and empirical insights into a relational sociology of learning. Together, they demonstrate the utility of Bourdieusian concepts in explaining the reproduction of learning inequalities and contribute to advancing this perspective in education research.

Presentations:

Field, Capital, and Habitus: Theoretical Foundations for a Relational Sociology of Learning
Aina Tarabini (Universitat Autònoma de Barcelona)

This paper establishes the theoretical basis for a Bourdieusian approach to understanding learning inequalities. It explores how Pierre Bourdieu's core concepts—field, capital, and habitus—provide a nuanced framework for analyzing the social dynamics of learning. These concepts reveal how students' social positions interact with their subjective experiences of learning, showing how inequalities are both reproduced and contested within educational settings (Bourdieu & Passeron, 1977). The paper frames schools as spaces that simultaneously shape and constrain learning, influencing how teaching and learning are defined and produced.

It examines how educational fields construct the notions of the "good student" and "good teacher," arguing that these definitions vary across institutional and social contexts. These fields not only influence how various forms of capital are valued but also determine how they are internalized within students' habitus. Learning dispositions are indeed deeply shaped by students' class, gender, and migrant/ethnic backgrounds (Reay, 2017). Learning dispositions are influenced by students' class, gender, and migrant/ethnic backgrounds, and the alignment between their habitus and institutional expectations significantly impacts their educational experiences and trajectories (Reay, 2017).

Inspired by previous research of Hodkinson et al (2007), the paper introduces the concept of learning habitus to explain how students' attitudes towards learning are shaped through the interplay between school and social contexts. By framing learning as a socially situated process, this perspective goes beyond traditional notions of school success, making a significant scientific contribution to the study of educational inequalities

Teachers' Conceptions of Learning: A Relational Perspective on Teaching and Learning Practices
Berta Llos (Universitat Autònoma de Barcelona)

Recent studies have shown that teachers' beliefs and expectations significantly influence students' self-esteem, attitudes, and academic performance within specific school contexts (Tarabini, et.al., 2022). Given the impact of teachers' values on students' learning experiences and outcomes, it is essential to understand how teachers construct their conceptions of learning.

To understand how these conceptions are formed and sustained, we adopt a relational approach to learning, drawing on Bourdieu's concepts of field and habitus. This perspective allows us to recognize that teachers' conceptions do not emerge in a vacuum, nor are they merely a reflection of individual beliefs. Instead, they are shaped by the specific rules and expectations embedded within school fields and, in turn, influenced by external factors such as curricular mandates and broader macrosocial contexts. Particularly, we examine how the curriculum is enacted within schools (Ball et al., 2012), emphasizing the role of teachers' dispositions and how they are negotiated and continuously reshaped within the educational field.

To investigate these dynamics, we conducted 22 interviews with school leadership teams and 5 focus groups with teachers in Catalonia (Spain). These discussions explored school learning cultures, pedagogical approaches and teachers' conceptualizations of learning and how different definitions of learning contribute to the naturalization and legitimization of what it means to be a "good student" or to achieve school success in specific settings.

By situating teachers' conceptions within relational dynamics, the analysis highlights their crucial role in structuring students' opportunities for school success, ultimately shaping the educational trajectories available to different learners.

(Dis)Taste for Learning: Identity, Habitus, and Educational Inequality
Paula Arboix (Universitat Autònoma de Barcelona)

This paper explores inequalities in young people's subjective relationship with learning through Bourdieu's (1987) notion of taste. Conceptualized as a critical element of habitus and school identities,

the (dis)taste for learning is conceived as crucial in shaping students' engagement, motivation, and expectations, as well as broader educational and life trajectories.

Despite its significance in shaping individual subjectivities, taste has been largely overlooked in sociological research, often dismissed due to the ideology of natural gifts (Bourdieu & Passeron, 1977). Drawing on Bourdieu's insights in Distinction (1987), this study reconceptualizes taste as a socially and contextually constructed phenomenon, essential to understand the (re)production of educational inequalities. Based on 22 qualitative interviews with secondary students in Catalonia (Spain), the paper explores the social construction of taste for learning across different social and educational contexts.

The paper pays attention to the interplay between taste, habitus and learner identities, offering a framework to understand the emotional and embodied dimensions of learning as mediated by social positioning (Reay, 2010; Tarabini, 2023). Furthermore, it explores how taste functions as a mechanism of social and symbolic classification and distinction within the educational field, through processes of alignment—or misalignment—with institutionalized norms, expectations, and dispositions (Bourdieu, 1987; Skeggs, 2004). By unpacking the complexity of this phenomenon, the paper sheds light on the dialectical nature of the construction of the learner and learning relationships.

Symposium Session 7B: Friday 5th September 2025
11:30 – 13h

Room: 14B
Chair: Oliver Gruber & Boris Ginner
Discussant: Barbara Rothmüller

Bourdieu applied: Translating Bourdieu into educational practice in the context of social and ecological transformation

Oliver Gruber, Boris Ginner (Chamber of Labour)

Entering the second quarter of the 21st century, several global challenges have become increasingly pressing, including climate change, the demand for alternative energy sources, increasing global migration flows, limitations of the infinite economic growth paradigm etc. These challenges have profound implications for peoples' living conditions, their opportunities in a changing labour market and the shifting educational requirements to successfully navigate these transformations and their consequences. Since they are deeply intertwined with a social dimension of inequality, the possession or lack of various forms of capitals can exacerbate the individual risk for exposure to negative consequences as well as the societal risk for increasing social gaps.

Bourdieu's work, renowned for its analysis of social reproduction of status hierarchies, has also significantly contributed to our understanding of transformation and social change. This panel applies Bourdieusian perspectives to the pressing social/ecological transformation challenges of today. It explores how they can help understand, address, and overcome these challenges within the educational sector, by bridging Bourdieusian theory with empirical analyses of educational practice on the following questions:

- How can educational institutions facilitate the acquisition of competences that enable to cope with the consequences of contemporary social/ecological transformations?
- Which pedagogical techniques are applied to raise students' awareness to acquire new forms of competences, learn about evolving professions and tackle the social challenges?
- Which forms of participatory educational concepts empower the most disadvantaged segments of learners e.g. economically deprived, lower educational background, immigrant origin), to become agents of change rather than victims to it?
- Which innovative examples of adult and vocational education already address the growing need to professional retraining, alternative vocational education paths but also systemic, habitual and lifestyle changes necessary considering social/ecological transformation?
- Which (governmental) policy frameworks are required to implement innovative educational responses to contemporary social/ecological transformation challenges?

Class in the classroom. An ethnographic inquiry of the reproduction of social inequity in German schools
Julian Breit (Johannes Gutenberg-Universität Mainz)

The educational biographies of adolescents in Germany are (still) largely determined by the socio-economic background of their social environment, especially their parents. Apart from the statistics, the connection and correlation of class and education seems difficult to grasp empirically. Assessment at school is based on normative ideas of elaborated language, behaviour, performance and education, that are not clearly stated as though school claims to be purely meritocratic. As Bourdieu described and analysed this on various occasions (e.g. Bourdieu 1966/2022, 1982 and 1992/2005), school perpetuates class and educational success in interactional (micro) processes, and as an institution of selection and allocation, it contributes to the concealment of powerful class relations. At this theoretical entanglement, this Individual Paper presents an empirical approach of an ongoing ethnographic PhD project looking at the practices of distinction in school and the classroom. The focus is on powerful mechanisms taking place in school (Wellgraf 2021), making the seemingly invisible or hidden accessible (Bourdieu 1992/2005; Akbaba, Fuhrmann, Breit 2022) through participant observation. The findings are used to discuss interactional processes regarding material goods, prestige and different forms of recognition and fitting-in becoming visible through this methodological approach and so the class reproduction in school itself investigable.

Emancipation of the Marginalized – Social, Educational und Political Inequality in Child Welfare Institutions and What to Do about it
Joanna Bedersdorfer

For young, disadvantaged people to become agents of change, emancipatory political education is needed to enable them to gain a feeling of entitlement to talk about and engage in politics. But even though there is a growing interest in social inequality in the research and practice

of political education, one space in which highly marginalized children and adolescents live is mostly overlooked: child welfare institutions. The youths in these institutions often lack in all forms of capital: economic as they often come from families who live on social welfare, cultural as they rarely attain higher school qualifications and social as they often lack family support and there is little to no institutional aftercare once they have moved out of child welfare. Child welfare institutions themselves play a crucial role in reproducing this marginalization. At the same time, these institutions offer opportunities for youths to experience political participation and self-advocacy, which in turn has the potential to enable the young people to stand in for their rights and become agents of change. In a theoretical analysis I will combine the Bourdieusian theories of capital as well as of the relationship between social inequality and the exclusion from the political sphere with the critique of institutions by Goffman (1961) and Foucault (1993) to examine the functions of child welfare institutions in (re)producing social as well as political inequality. I will then more closely focus on the opportunities for emancipatory political and citizenship education for social change in the context of child welfare, exemplified by preliminary findings from interviews with young people who live or have lived in child welfare institutions.

Round Table 7C: Friday 5th September 2025
11:30 – 13h

Room: 12
Chair: Bastian Ronge
Discussant: Astrid Albert & Maria Keil

Bourdieusian mentoring practices: an interdisciplinary roundtable discussion
Astrid Albert, Bastian Ronge (Bergische Universität Wuppertal), Maria Keil (University of Tübingen)

Universities can be considered a social field in its own right that is, with its own rules, 'habitus expectations' and its own ways of applying different forms of capital. Through processes of mentoring and recruitment, professors, lecturers and mentors can develop their own 'social magic' by enabling or hindering social opening of the field to outsiders through support, appreciation, affording attention, etc. In addition, mentors are often aware that educational barriers in the sense of Aysun Dogmus, can be considered signs of symbolic violence. Accordingly, these signs are maintained with the help of double-bind messages. They are reproductions of hegemonic power structures and are responsible for preventing those from underprivileged social classes from achieving traditional 'academic success'. These theoretical premises are an important backdrop for the mentoring programme of the University of Wuppertal, which includes sensitizing students about social structures at the university and helping them fathom the socially constructed dimension of educational barriers.

The roundtable convened by two mentors from the University of Wuppertal (Dr. Astrid Albert, Dr. Bastian Ronge) as well as Dr. Maria Keil (University of Vienna) will offer insights into the notion of 'social magic' with regard to formal and informal support practices offered by professors and mentors. Furthermore, the discussion will reflect on the potential in engaging with other hegemonic power structures, particularly the role race and racism, in reflecting on mentoring practices rooted in Bourdieu's concepts of habitus and capital. By casting a critical race theoretical (CRT) lens on Bourdieu's basic terminology, the roundtable hopes to highlight the possibilities and limitations of a 'Bourdieusian mentoring practice'. Ultimately, the goal of the roundtable is to critically reflect on professional mentoring practices within the context of university in the sense of a reflexive praxeology.

Symposium Session 7D: Friday 5th September 2025
11:30 – 13h

Room: 11A
Chair: Katharina Danner

Risky Transitions and their Contribution to the Reproduction of Inequality
Veronika Wöhrer, Karina Fernandez (University of Vienna)

In the suggested symposium we focus on different aspects of transitions in the Austrian educational system, a system which is characterized by early tracking (age 10) into a general and an academic track. The pathways and transitions conducted by young people in this system are not only shaped by grades, achievements and (individual and familial) aspirations, but above all by economic, cultural and social capital of the students and their families, by habitus-field (mis-)matches and different spaces of possibility (Bourdieu 2016; Bourdieu/Wacquant 1992).

Using longitudinal qualitative data respectively biographical interviews the papers focus on processes and changes in educational pathways and transitions. One paper addresses the transition from primary school to secondary education ("Beyond singular events: How school cultures and social contexts shape transitions"), two papers focus on transitions between lower and upper secondary education respectively between educational and vocational institutions ("Experiencing and coping (with) school failure and school dropout", "Navigating responsibility: Young people's strategies in the face of failed transitions"). The fourth paper looks at transitions in the educational pathways of male students who

go on to become primary school teachers ("Navigating gender boundaries: Male students' pathways into primary school teaching in Austria"). Several social categories and their intersections (Crenshaw 1989) are important in these transitions: gender, ethnicity and class are among the most prominent ones, but also urban versus rural location, poverty or (dis)ability influence transitions in educational pathways.

All four presentations analyze the young people's perspectives and strategies when dealing with institutional settings, regulations and barriers. Nevertheless, it becomes evident that individual decisions and coping strategies are structured by societal exclusionary mechanisms, especially by those produced by the educational system.

Presentations:

Beyond Singular Events: How School Cultures and Social Contexts Shape Transitions
Karina Fernandez (University College of Teacher Education Styria), Elisabeth Zehetner (University of Graz)

Research on transitions from primary to secondary school often focuses on biographical developments, disruptions, and educational inequalities, particularly in early-tracking systems like Austria's. However, the role of specific school contexts remains underexplored. The project "Transition in the Context of School Cultures" addresses this gap through a qualitative multi-level analysis, examining school-specific orientations and expectations through the lens of school culture. This approach aligns with Bourdieu's notion of fields, emphasizing the relational structures within institutions and their associated habitus requirements.

The study includes children from nine Austrian primary schools representing diverse social and regional contexts—from rural areas to large cities. Pupils were interviewed in 3rd and 4th grade as well as in 5th grade, i.e. after transitioning to their new schools. Additionally, interviews were conducted with teachers and school administrators from both primary and secondary schools.

Kramer and Helsper (2011), building on Bourdieu, examine the interplay between familial dispositions (primary habitus) and institutional expectations (secondary habitus), describing it as either alignment or tension between school cultures and social milieus. Our analyses draw on these perspectives, but also conceptualize transitions not as singular events, but as continuous processes shaped by familial, institutional and regional or milieu-based orientations and expectations. By contrasting the data, it also becomes evident that these transition processes are not only shaped by (mis)matches between habitus and the educational system. Moreover, they are also structured by specific school cultures of primary and secondary schools, as well as by relations between school cultures and school choice orientations prevalent in different spatial contexts.

Experiencing and Coping (with) School Failure and School Dropout
Veronika Wöhrer (University of Vienna)

Repeating classes and dropping out of school are not uncommon at upper secondary level in Austrian schools. Nevertheless, school dropout raises problems for the affected young people and is perceived as a societal and educational problem more generally (Steiner 2009). While there are several studies that analyze school drop out in retrospect (e.g. Nairz-Wirth 2014; Stamm 2012), there is little longitudinal research on the process of dropping or fading out of school. In the proposed paper analyses of qualitative longitudinal data on the educational pathways of three young people from educationally disadvantaged backgrounds will be presented. These young people were first contacted when 14 years old and repeatedly interviewed every year over a period of five years. Therefore, their educational paths could be accompanied from an early stage of difficulties at school through the dropout process until coping strategies and alternative plans were elaborated. In their pathways we can see that due to the selective and early tracking of the Austrian school system first obstacles and exclusions, experienced as 'failures' have already taken place before the students are 14 years old. In the following years multiple hurdles had to be overcome and reorientation and alternative plans had to be developed repeatedly. Drawing on Bourdieu's (2016) concepts of social and cultural capital as

well as social space we can see that even though all of them expressed frustration and even crises, they all developed agency to move on and develop alternative ideas for their future despite very little support from their parents. Flexibility, self-efficacy and optimism had been necessary in order not to give up despite repeated experiences of failure.

Navigating responsibility: young people's strategies in the face of failed transitions
Michael Duncan (University of Vienna)

Transitions between schools and into work are pivotal moments in the reproduction of social inequality and the construction of class distinctions. Research using a Bourdieusian framework has often focused on processes of self-exclusion as a mode of social reproduction (Skobranek & Jobst 2010). In contrast, this article focuses on moments when young people's hopes and plans for transition appear to collide with structural constraints. In line with Bourdieu and Passeron's (1970) early work on the French education system, studies on educational inequality have shown that meritocratic narratives individualise responsibility for success or failure and contribute to the legitimisation of social inequalities (Kelly 2017; Lehmkuhl et al. 2013; Sofritti et al. 2020). Against this background, this article explores the ways in which young people navigate transitions to further education or vocational training that do not unfold as expected or desired.

The theoretical framework is informed by Threadgold's (2018) discussion of the use of Bourdieusian concepts in youth studies. Threadgold emphasises the concepts of everyday struggles and strategies to understand the (re)production of class in young people's practices. Methodologically, this article conducts a secondary analysis of interviews from a longitudinal study with graduates of general secondary schools in Vienna, Austria (Flecker et al. 2020). The interviews provide insight into the young participants' perspectives on their transition experiences. Using a qualitative reconstructive methodology, the interpretation focuses on elucidating pre-reflective meaning in order to analyse the everyday struggles of young people in these transitions.

By exploring the ways in which young people experience and navigate failed transitions, this article contributes to understanding the reproduction and legitimation of social inequality in youth transitions. Particular attention is given to how young people negotiate responsibility in the face of structurally constrained transitions.

Navigating Gender Boundaries: Male Students' Pathways into Primary School Teaching in Austria
Michael Holzmayer, Marie Gitschthaler (KPH Vienna/Lower Austria)

The call for more male primary-school teachers has long been associated with the importance of positive male role models in schools and the disproportionate number of male and female primary-school teachers internationally. However, little is known about how men find their way into this highly gender-segregated profession. Our contribution addresses this research gap. We offer insights into the non-linear transitions of men into primary teacher education, which can be interpreted as an expression of a complex negotiation between their male habitus and this female-dominated field.

We conducted qualitative interviews with male student teachers at a university college of teacher education in Austria. Theoretical coding was strongly guided by Bourdieu's theoretical concepts of male habitus (Bourdieu 2005), habitus-field-match (Bourdieu/Wacquant 1992), symbolic power (Bourdieu 1989), and the range of possibilities (Bourdieu 1984; 1998).

Our results show that a majority of our cases experienced grade retention, changing schools and dropping out in their school biographies. In some cases, dropout experiences have continued in the transition to tertiary education. Furthermore, none of our cases had the intention of becoming a primary school teacher from the outset. Rather, the decision was primarily driven by a sense of misfit between individual dispositions (interests, capabilities) and the social spaces (educational or professional field), in which our participants found themselves. As a main result of our study, we identified four drivers for entering primary teacher education: 'Coping with disorientation', 'Overcoming professional identity crisis', 'Breaking out of parental expectations', and 'Navigating precarious academic placement'.

We argue that the complex, non-linear transitions of our participants can only be understood in the context of the prevailing social order regarding social background and gender. Our paper contributes to the understanding of risky transitions and potential dropout risks in gender-atypical occupations and offers starting points for designing more inclusive educational pathways.

Symposium Session 7E: Friday 5th September 2025
11:30 – 13h

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<tr><td>Room: 11B
Chair: Caroline De Pascale & Maxime Michiels
Discussant: Caroline De Pascale & Maxime Michiels</td></tr>
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Shaping pupils with words? Cross-perspectives of the categorisation of pupils in the educational field.
Caroline De Pascale, Maxime Michiels (UCLouvain-GIRSEF)

According to Bourdieu's theory, schools as institutions of socialisation contribute to shape pupils' habitus. This process involves the incorporation of a practical sense (Bourdieu, 1980), which includes the ability to use legitimate judgment. The latter is based on the criteria of the school system and is constructed by elective affinities that stem from the teachers' habitus enjoying a status enforced by the institution (Bourdieu, 1964, 1989). Since the massification of education and the increase of compulsory school age the "excluded from within" have entered and stayed in schools (Bourdieu 1983). Other changes have occurred such as the relativization of school values – linked to the increasing complexity of contemporary Western societies – the raising of the school leaving age, the appearance of new pedagogical references, new models of socialization and an increase of education al agent. As such, the ways in which agents of the educational field judgements are produced, need to be revisited.

In essence, how do categories of teachers (and other educational agents) have a performative effect? How are these judgements embodied as practical sense? In what ways to they contribute to the reproduction of inequalities? To answer these questions, we offer a range of contributions exploring the ways in which the power to enunciate operates in the school.

The presentations will address:

1) the conditions by which pupils are shaped by the institution's judgement, and how they incorporate or oppose its categorisations how they perceive themselves and their peers;

2) the school subfields that are formed by power differentials between organisations and actors as part of a broader reflection on the legitimacy of the school institution.

3) the interplay of complex social relations in which students are embedded, as well as the local contextual dimensions, including the position in the field, in which these judgments are rooted.

Presentations:

Legimisation and Transformations of Teachers Categorisations. A Crossed-Perspective from Teachers and Pupils in Belgium's French-speaking Community.
Maxime Michiels, Caroline De Pascale (UCLouvain-GIRSEF)

In Bourdieu's work, the concept of legitimacy is a foundational element of symbolic power (1970, 1982). Legitimacy serves as the anchor that endows an institution with power and reinforces its capacity to define the structure of the social world. Accordingly, the school's ability to establish hierarchies among students is intrinsically tied to the recognition of its legitimacy in creating stratified categories of pupils. Teachers play a pivotal role in this process, firstly because they align themselves with the culture and values of the school—a notion rooted in ethnocentrism, as these categories mirror those that structure the broader social world (Bourdieu & de Saint Martin, 1975). Secondly, in

producing these categories, teachers persuade pupils of their legitimacy and simultaneously instil in them a sense of their rightful position within the social hierarchy in and out of the school (Bourdieu, 1970).

Nevertheless, Bourdieu's theories upon the categories of teachers understanding and school inequalities were largely developed prior to the era of mass education. The central role of the school in dictating societal values has since been undermined (Dubet, 2002). In the meantime, teachers have increasingly lost their autonomy in determining educational norms. Furthermore, the multiplication of legitimacy sources (family, peers, cultural industries) questions the capacity of the schooling system to establish the legitimacy of setting standards and norms from within.

Drawing from data from two, in progress, ethnographic studies in multiple school in french speaking Belgium, we examine how the categories constructed by teachers are legitimised, perceived, and utilised by pupils from diverse social backgrounds to categories themselves and peers. We pay a particular attention to the ways in which pupils can oppose to the symbolic domination of the school. We also look at teachers from varying school contexts, disciplines, and social groups to understand how they advocate for a particular categorisation.

Working With Hard-To-Reach Youths in Brussels in Neoliberal Policy Context
Andrew Crosby, Geraldine Andre (Université catholique de Louvain)

With the financial crisis of 2008, the school-to-work transitions of the least qualified fractions of youth have become more unstable than they had been since the 1990s. Consequently, the public authorities of the Brussels Capital Region (Belgium) developed policies to combat early school leaving. This paper analyses the work of organisations that work with youth whose educational trajectories are marked by drop-out in Brussels.

By linking Bourdieu's work on categories of professorial judgement to cognitive approaches to public policy, we analyse how the representations of youth help to shape organisations' interventions (choice of working methods) and how this affects the most disadvantaged youths and contributes to social reproduction.

Our findings suggest that the interventions of these organisations can be divided into two types of approaches they adopt to work with these youths. On the one hand, organisations that emulate formal school culture struggle to reach or maintain the most disadvantaged youths. However, they are better equipped to obtain funding from the authorities within the EU's Youth Employment Initiative (YEI). On the other hand, organisations that adopt more informal methods aimed at (re)establishing contact with "discarded" youth, manage better to work with them. However, they have much greater trouble obtaining funding for such informal work. In turn, this leads organisations to adopt coping strategies to combine financial survival with their primary social goal of reaching out to and helping the most disadvantaged youths in Brussels. This fragmentation affects the effectiveness of the Region's social policies, and consequently the opportunities of the most disadvantaged youth in their transition to adulthood. Hence, we analyse the relations between neoliberal social policies and social inequalities, and how they are reproduced and justified within the broad educational field.

'Professoral Divination' in 10th Grade: Teachers' Judgments and Practices in School Guidance, Reception, and Negotiation by Students
Zia Ceccone (EHESS – Ined – CMH)

In France, 10th grade marks a key stage in academic orientation, where students are sorted into three hierarchized pathways: the general track (three specialized subjects), the technological track (eight streams), and, less frequently, the vocational track.

Teachers' judgments play a key role in the distribution of students across tracks: 1) through academic ranking, via grades, which structure students' habitus and control access to differentiated pathways; 2) through their guidance based on their perception of students' abilities, which are influenced by their cultural and economic capital.

While the 'categories of professorial evaluation' in 12th grade, linked to higher education access, have been studied, those in 10th grade remain underexplored. Yet, in a context of growing labor market competition and educational segregation, 10th-grade tracking shapes access to higher education and employment, reinforcing social reproduction.

What criteria underlie the 'professorial divination' in 10th grade to sort students, and how are these judgments reflected in their practices? To what extent are these judgments incorporated by students, thus exerting a performative effect on their trajectories?

Building on the work of Bourdieu and de Saint-Martin (1975), this presentation is based on a thesis that employs a mixed-methods approach to analyze students' academic trajectories according to their socio-geographical background. The quantitative analysis explores student distribution after 10th grade based on social class, gender, academic performance, migratory background, and residence. The ethnographic research, conducted in three high schools (urban, rural, and suburban), includes: 1) observations of institutional moments related to orientation (teachers' conference, parent-teacher meetings, information sessions); 2) interviews with 31 teachers; and 3) a follow-up of 30 students from 10th to 12th grade, with annual interviews with them, and, their parents.

"Nerds" and "Thugs", "Popular kids" and "outcasts"… the structural and local dimensions of youth categorisations in French-speaking secondary schools
Marie Jacobs (HEP Vaud), Marie Verhoeven (UCLouvain)

Within the school place, adolescents constantly evaluate and categorize each other, producing reputations and identifications and drawing boundaries and symbolic hierarchies (Déage, 2023). This contribution aims to shed light on the complex symbolic elements which are at play in such categorisation and classification processes, in schools occupying contrasting positions within the educational field.

The paper revisits a set of qualitative data collected in several studies carried out in French-speaking Belgium on youth sociability and identities (Verhoeven, 2011; Jacobs, 2012; Godenir, 2020) and proposes an interpretative model, stating that these categorisation and hierarchisation processes take place at the crossroads of several normative systems.

Three complementary hypotheses will be put to the test. First, youth categorisations are linked to social distinction, as they draw upon social dispositions previously incorporated, which influence students' popularity, (in)visibility or exclusion (Godenir, 2020). Secondly, students' classifications are also shaped by youth subcultures (Nayak, 2003) combining global culture with norms related to social class, gender norms and ethnicities (Jacobs, 2020). Finally, local schools' position in school markets and institutional habitus also shape local youth categorisations.

Our interpretation assumes that the classification and categorisations operated by secondary students take changing forms and meanings according to local contexts, in which the performative "weight" of school legitimacy is differently incorporated and contested.

Book Launch

Description: The collective book launch will take the form of a book fair-style event. Each book will have its own designated space within the conference, where authors can engage in informal conversations with attendees as they browse and move between the different stands. This marketplace atmosphere will allow everyone to discover new publications on Bourdieu, education and inequality, speak directly with their authors, and enjoy an interactive exchange.

Book Launch Programme					
DAY 2 (4th September) 17.45-18.30, 1st Floor					
Author(s)	**Title**	**Author(s)**	**Title**	**Author(s)**	**Title**
Denisse Sepúlveda, Manuela Mendoza (Ed.)	The Game of Inequality: The Influence of Pierre Bourdieu in Chile ("El Juego de la Desigualdad")	Guanglun Michael Mu	Quantifying Bourdieu in Educational Research	Karina Fernandez, Veronika Wöhrer (Ed.)	School dropout as a multidimensional phenomenon and societal challenge (Special Issue)
Kate Naidu	Embodying Intercultural Capacities: The Pedagogic Impact of Study Abroad	Garth Stahl, Guanglun Michael Mu, Hannah Soong, Kun Dai	Mapping transnational habitus	Karina Fernandez, Doris Lindner, Veronika Wöhrer (Ed.)	Social Inequality and Education: Theoretical and Empirical Perspectives (Special Issue)
Sabine Weiß	Working Class Students and Sense of Belonging ("Die Entwicklung des Zugehörigkeitsgefühls von Working-class-Studierenden an der Universität")	Franziska Lessky	Study as a Balancing Act („Studium als Balanceakt")		

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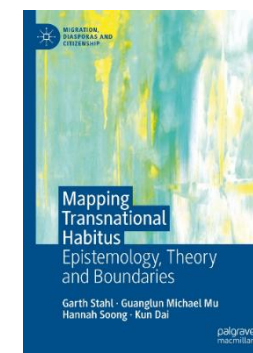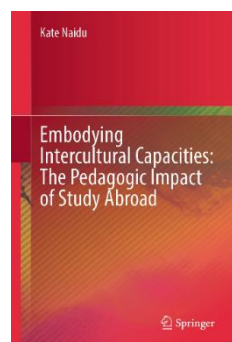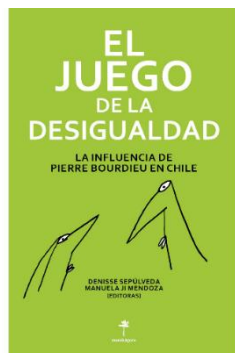
Information for Participants

a) From the Airport to the City

Vienna Airport is well connected to the public transportation network and can be reached quickly, comfortably and cheaply by train or bus.

- **City Airport Train:** The City Airport Train (CAT) is the fastest connection from the airport to Vienna city center. However, it is more expensive than the regular train and therefore considered a 'tourist trap' by many.
- **Regular Train** (cheaper) to City Centre
  - Rapid transit railway line S7 departs the airport every 30 minutes and stops at the centrally located stations of Wien Mitte and Wien Praterstern, with transfers to Vienna's rapid transit railway and subway network. The journey from the airport to Wien Mitte takes 25 minutes, and to Vienna Praterstern about half an hour.
  - For detailed timetable information, please visit the website at www.oebb.at or use Google Maps.
- **Bus:** The buses of Vienna Airport Lines take you direct to Vienna city centre.
- **Taxi:** Vienna offers a well-organized and regulated cab system (30-40 Euros). However, we recommend using public transport.
- **Further information available at this link**

b) From the Main Train Station to the City

- **By Subway Line:** U1 direction Leopoldau, travel time: approx. 5 minutes to Stephansplatz, departure: directly from the Südtiroler Platz/Main Train Station subway station
- **By Bus:** Several bus lines depart from the main train station, but they are not ideal for the city center as they are less direct. The subway is much faster.
- **By Taxi:** Taxis are available directly in front of the main entrance of the station. Travel time: approx. 10–15 minutes, depending on traffic, cost: about 10–15 Euros.
- **On Foot:** For those who enjoy walking, the city center can be reached on foot in about 30–40 minutes. The route goes via Favoritenstraße or Wiedner Hauptstraße towards Karlsplatz and further to Stephansplatz.

c) How to Get Around the City (Ticket Options)

A valid ticket is required to travel by public transport in Vienna. The tickets are valid on all streetcars, buses and night buses, subway trains and commuter trains (S-Bahn) operated by Wiener Linien in the Vienna core zone. Each validated single ticket is valid until you reach your destination, including multiple changes.

The most common ticket options for visitors to Vienna are:

- **Single ticket:** For a journey in one direction, valid for 80 minutes from the moment of validation. (You can change trains as often as you like, but you are not allowed to interrupt the journey with a break): €2.40 (children €1.20)

- **24-hour ticket:** €8.00

- **48-hour ticket:** €14.10

- **72-hour ticket:** €17.10

- **Flexible 7-day VIENNA Ticket** (digital ticket and non-transferable): Valid from validation for seven consecutive calendar days: €19.70

- The **Vienna City Card** combines the transport services of Wiener Linien with added extras for tourists.

Tickets can be purchased at ticket machines (subway stations), at any booking office and the Wiener Linien online store, via a smartphone using the WienMobil app.

- **Information about the network** of the subway, buses, trams, and **tickets** can be found here.

d) Information About Vienna

- You can find general information about the city at this link. The information is available in multiple languages.
- Practical, general, and travel information about Vienna can be found at this link.

e) Information on Various Accommodations

- General information at this link
- List of all accommodations in Vienna
- Booking link: Online at this link

Conference Venue

Chamber of Labour Vienna (Arbeiterkammer Wien)
Education center (Bildungszentrum)
Theresianumgasse 16-18
1040 Vienna
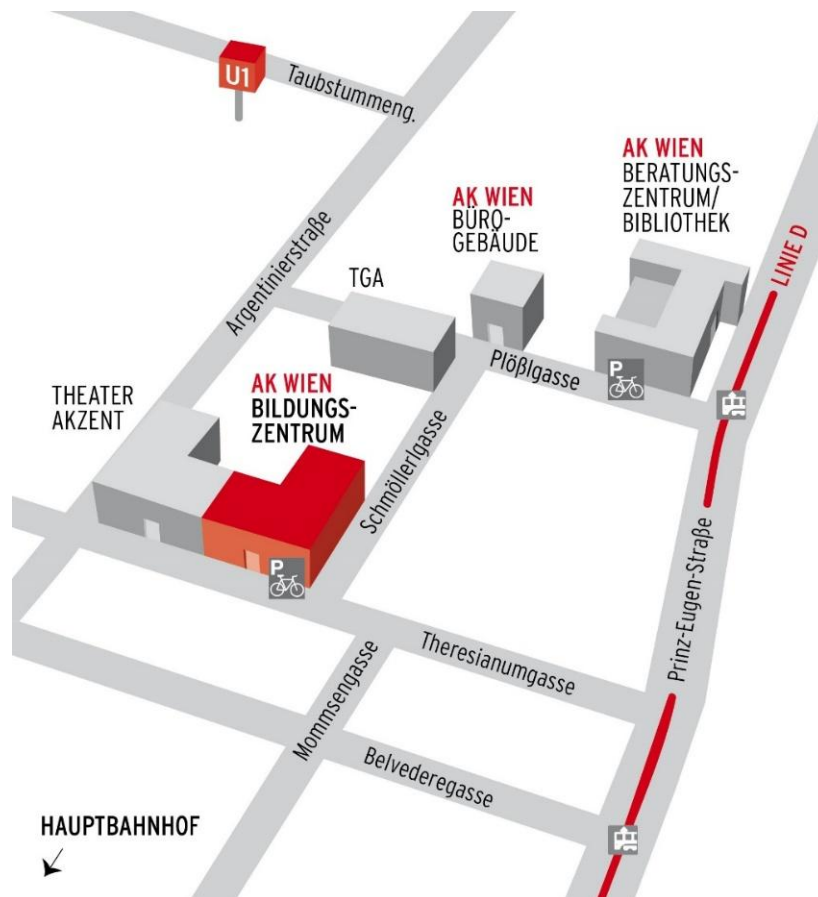
The Chamber of Labour ("Arbeiterkammer" – AK) is the statutory representative body for four million employees in Austria with a clear legal mandate: "... tasked with representing and advancing the social, economic, professional and cultural interests of employees." (Chamber of Labour Act). The Vienna Chamber, the largest regional chamber, represents a million employees in Vienna who elect their representative assembly in direct elections every five years – determining the course of the organisation.

In stable exchange with the Chamber of Commerce and the Chamber of Agriculture and in close collaboration with the Austrian Trade Union Federation (ÖGB), the AK represents the interests of employees in Austria's economic and social partnership. As a think tank, the AK pursues four main tasks: It takes a reviewing role in the legislative process, it provides legal advice and support for its members, it supports training and education for its members and it conducts research into various policy areas.

Since the variety of backgrounds among AK members represents a cross-section of our society, equity in education is a key objective of the organisation. As bridge builders between policy makers, science, practitioners and recipients of educational programs and institutions, AK experts draw on theoretical and empirical research from multiple disciplines. Bourdieu's work on social inequality, forms of capital and the role of institutions serves as a particularly important analytical lens.

Ground Floor
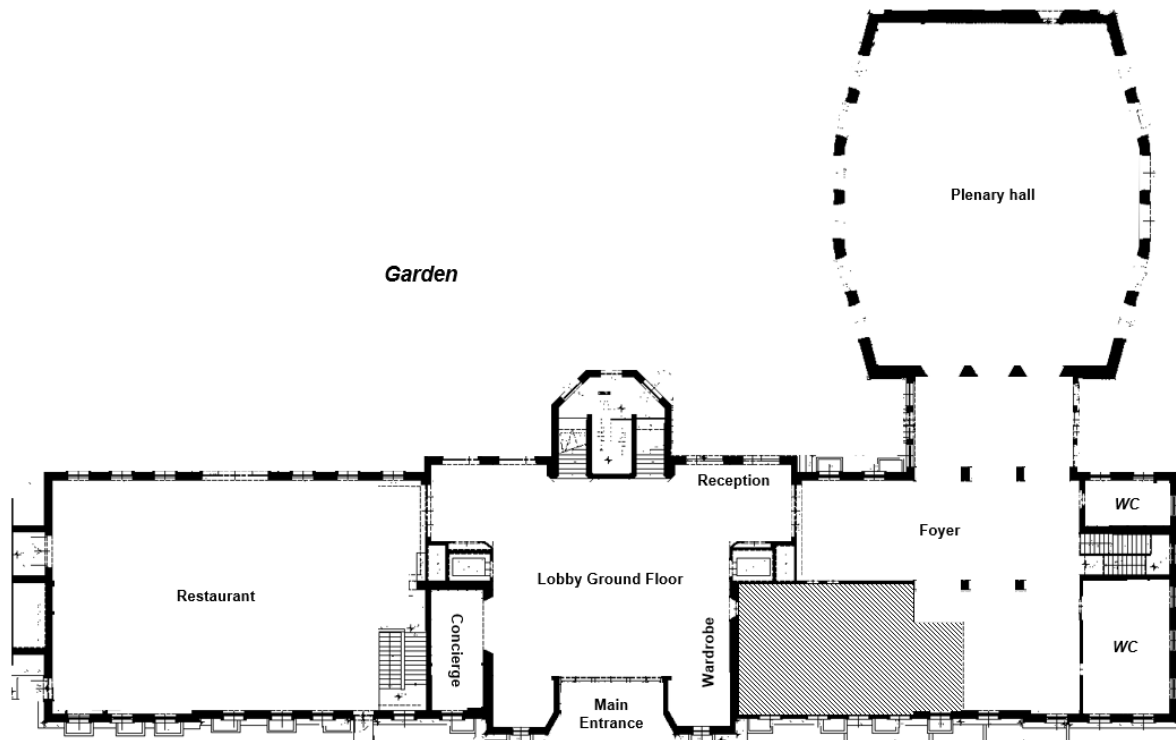
1ˢᵗ Floor
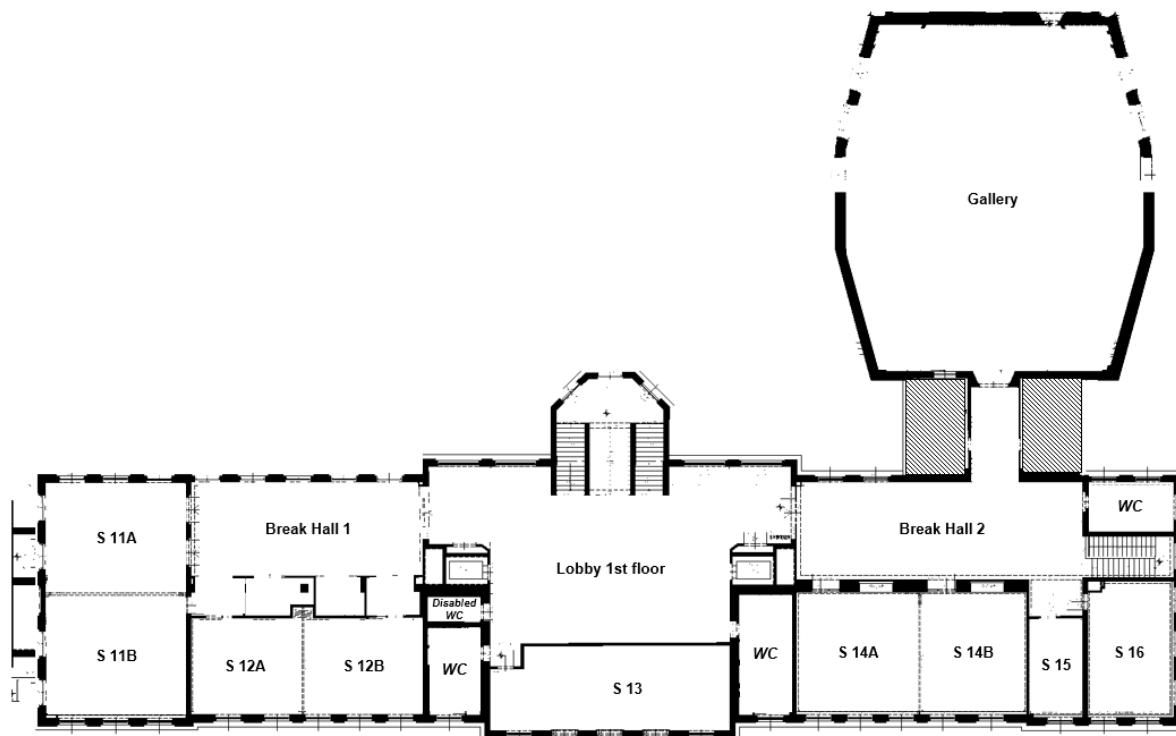
Hotels close to the venue:

- **Austria Trend Hotel Beim Theresianum***

  🌐 Website: https://www.austria-trend.at/de/hotels/theresianum

- **Hotel Erzherzog Rainer****

  🌐 Website: https://www.schick-hotels.com/erzherzog-rainer

- **Hotel Johann Strauss****

  🌐 Website: https://www.schick-hotels.com/johann-strauss

- **Hotel Papageno***

  🌐 Website: https://www.hotelpapageno.at

- **Hotel Drei Kronen***

  🌐 Website: https://www.hotel3kronen.at

- **Radisson Blu Das Triest Hotel, Vienna**

  🌐 Website: https://www.radissonhotels.com/de-de/hotels/radisson-blu-das-triest-wien

- **Pakat City Hotel**

  🌐 Website: https://www.pakatliving.com/

- **Hotel Am Konzerthaus Vienna**

  🌐 Website: https://all.accor.com/hotel/1276/index.de.shtml

Social Dinner

The social dinner of the conference will take place on the 4th of September at 8 pm at the **Der Dachboden** (Rooftop) at **25hours Hotel** at the MuseumsQuartier.

Adress:

Lerchenfelder Straße 1-3
1070 Vienna

How to get there:

Tram D → Metro Walk to tram → D to Schottentor → U2 to Volkstheater → 2–5 min walk

Metro only Walk to U1 → U1 to Karlsplatz → U2 Volkstheater → 2–5 min walk

The price of the social dinner is 40£ (self-funded, previous booking).

Important: You must select the social dinner option during the conference registration process in order to secure your place at the event.

Dachboden at the 25hours Hotel offers panoramic views over Vienna, a relaxed atmosphere with drinks and food, and the perfect setting to round off the day together and celebrate.

Sightseeing Tips & Places to visit

Vienna has many attractions to offer. If you plan to stay a few extra days, we'd like to suggest some activities in the city and its surroundings. Below, you'll find an overview of main attractions. For more detailed information about sightseeing and things to do, feel free to visit the city's tourist information website.

Stephansdom (St. Stephen's Cathedral)
Vienna's iconic Gothic landmark and with 136m in height Austria's tallest church. It's famous for its "Pummerin" bell and tiled roof that symbolizes the city's identity.

Belvedere Palace (near conference venue)
A Baroque palace complex originally built as a summer residence, now housing an art museum with works from the Middle Ages to the 20th century, including paintings by Gustav Klimt.

Schönbrunn Palace
The Habsburgs' former summer residence featuring state rooms, baroque gardens, and family-friendly highlights like the Maze and the world's oldest zoo. The palace is a UNESCO World Heritage site.

Rathaus (City Hall)
An neo-Gothic structure built by Friedrich von Schmidt between 1872–1883, serving as Vienna's municipal seat and featuring one of Europe's largest courtyards. The Rathausplatz in front is a popular location for events.

Karl-Marx-Hof (Museum in the laundromat)
A monumental "Workers' Versailles" from Red Vienna, stretching over a kilometer includes 1,300 apartments and features a laundromat now transformed into a museum documenting its social housing heritage.

Albertina
Housed in a former Habsburg palace, the Albertina contains valuable graphic art collections (from Dürer to Klimt) and exhibits modern and contemporary art like works by Monet, Picasso, and the Essl Collection.

Karlskirche / Karlsplatz
St. Charles Church (Karlskirche) is a Baroque church built in the 18th century. It is located on Karlsplatz and is known for its large dome and twin columns.

Kunsthistorisches Museum / Maria-Theresien-Platz
Vienna's art history museum, showcasing the Habsburgs' art collections—from classical antiquity and old masters to Egyptian mummies—located on Vienna's Ringstrasse.

Useful Information – Quick Guide

Venue

Chamber of Labour Vienna (Arbeiterkammer Wien)
Education Center (Bildungszentrum)
Theresianumgasse 16-18
1040 Vienna

All keynotes and keynote panels will take place in the Main Hall on the ground floor.

Sessions will be conducted in six rooms:

- 11A (1st floor)
- 11B (1st floor)
- 12 (1st floor)
- 14A (1st floor)
- 14B (1st floor)
- 16 (1st floor)

Coffee breaks and lunch will be served in the conference foyer.

The **book launch** will take place in the Break Hall 1 on the 1st floor.

Room 13 (1st floor) can be used as a working space.

Registration will be placed in the conference foyer (ground floor) and opens Wednesday at 8 am and stays open during the conference.

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Public transportation

Tram line D (Stop "Belvederegasse")

or 10 minutes by foot from main train station ("Hauptbahnhof")

or 10 minutes by foot from the metro station U1 (Stop "Taubstummengasse")

WIFI Access

Open WIFI: AKBIZ (akbiz)

>> check the box (accept terms of use, log in – access in your browser

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For more information, please check our website: https://www.britsoc.co.uk/bourdieu25

Delegates can contact events@britsoc.org.uk after the conference to request their certificate.

Please use this hashtag for social media activities during the conference: **#Bourdieu2025**