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Embracing Diversity: Inclusion in Education and Society

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Abstracts

Keynotes

Mieke van Houtte (Ghent University, Belgium)

Structural forces behind social inequality in education

Social inequality in education remains a central topic in sociology of education because of its continuing prevalence, also in Western societies. Recently, however, politicians seem to be downplaying this issue or to be focusing increasingly on explanations at the individual level, for instance holding parents responsible for their children's educational disadvantage. Nevertheless, the role of structural and systemic factors in causing or enlarging social inequality is clear, and this is exactly the level where policy makers could make a difference. Starting from equal opportunities as a necessary condition for meritocracy to work, this keynote presents the findings of Flemish sociological research at the primary and secondary educational level, demonstrating the impact of educational structures and systems on social disparities in students' educational achievements. By focusing on how systemic features lead to specific student compositions in schools and how these, in turn, relate to students' and teachers' attitudes, structural mechanisms responsible for persistent social inequality in education are revealed. In doing so, the important role sociologists play in gaining insight into societal problems is underlined, necessary in a global context in which sociology as a discipline is increasingly under pressure.

Justin J. W. Powell, University of Luxembourg, Luxembourg

The Future(s) of Diversity, Equity & Inclusion in (Higher) Education. (De)Institutionalization Dynamics of Disability

This keynote examines historical and contemporary dynamics of institutional change in diversity, equity, and inclusion (DEI). Focusing in particular on (de-) institutionalization dynamics in ideas, norms, and policies, the presentation will contextualize and compare numerous paradoxes and potentials involved in (attempting to) transform societies to be more (or less) inclusive, examining the case of disability. On-going struggles globally to implement the UN-CRPD and SDGs highlight the challenges and disparities in achieving these rights across different world regions. Segregated learning environments in many countries' primary and secondary education systems persistently expand despite the rise of inclusion as a human right. Diversity, equity, and inclusion (DEI) programs in higher education are currently threatened and strengthened, depending on context. Adopting global and intercultural perspectives in research and leveraging spatial and temporal comparisons will facilitate our fuller understanding of the future(s) of DEI and disability in education and society.

Caroline Sahli Lozano, Bern University of Teacher Education, Switzerland

Integrative Support Measures between Opportunities and New Inequalities. A Sociological Perspective on Allocation, Academic Performance, and Educational Pathways

Legislation at both international and national levels mandates the development of more inclusive education systems. In Switzerland, this has led to a steady increase in the integration of students with special educational needs (SEN) into mainstream classrooms over the past two decades. A range of integrative measures has been implemented, with considerable variation in their allocation and implementation across cantons.

From a sociological perspective, this keynote analyses how support is distributed, who benefits from it, and whether certain measures may unintentionally reinforce educational inequalities.

These questions are explored through the longitudinal study BELIMA, conducted in the canton of Bern. Over more than ten years, the study has investigated three key support measures: integrative support for students with SEN, curriculum modifications, and accommodations. Curriculum modifications, in particular, have been associated with unintended effects such as reduced academic progress, lower self- and peer-perception, and transitions into less demanding post-compulsory pathways.

The project RILZCHECK builds on these findings by enabling a cross-cantonal analysis of curriculum reductions and their impact on students' educational trajectories. This is achieved by linking longitudinal performance data (CHECKS) from four cantons with federal register data, allowing for more differentiated insights.

The keynote reflects on the complex dynamics of integrative support and the tension between targeted assistance and the unintended reproduction of structural disadvantages within the education system.

Vulnerability and Resistance in Educational Assessment Processes for Placement in Separative Educational Institutions

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Background

This study addresses the phenomenon that, despite an increasing adoption of integrationoriented approaches in Swiss cantons aimed at the educational integrate of students with disabilities and the reduction of separative measures (Powell, 2018; Sahli Lozano et al., 2021), children from lower socio-economic backgrounds and those with what is referred to in Swiss statistics as a migration background (*Migrationshintergrund*) are disproportionately represented in these separative institutions (Kronenberg, 2014, 2021; Kronig et al., 2007). This paper focuses on the vulnerability (see Butler et al., 2016) of children in the context of assessment procedures for placement in separative institutions. Separative institutions, which were once seen as protective spaces in the integration and inclusion debate, are increasingly being questioned and considered sites of further marginalization (see Eckhart et al., 2011; Powell, 2007; Tillmann, 2022).

Purpose and Theory

Drawing on Judith Butler's (1997, 2004, 2005, 2012, 2014, 2021; Butler et al., 2016), concept of vulnerability, this research aims to explore the intersection of various axes of difference, integrating principles from disability studies, critical race theory, and migration studies. Vulnerability, in this context, is understood as a primary susceptibility to harm or marginalization, shaped by structural inequalities that affect who is included or excluded from social, educational, and institutional spaces. This study will investigate how vulnerability is constructed within educational assessment procedures regarding the placement of students in separative institutions.

The research will examine how different axes of inequality—such as disability, migration, race, and socio-economic status—interact to influence these processes. By focusing on vulnerability, the study seeks to reveal the power dynamics and institutional practices that contribute to the inclusion or exclusion of students in educational settings, and how these dynamics shape their experiences of belonging.

Design and Methods

The research will employ qualitative methods, focusing on participant observation and interviews to explore the research questions. Data collection will involve ethnographic fieldwork, utilizing multi-sited ethnography (Marcus, 1995), which will allow the researcher to follow students and their families through the entire assessment process—ranging from daily school experiences and parent-teacher meetings to consultations with school psychological services and eventual placement in separative institutions. The goal is to uncover patterns in institutional practices that influence who is placed in separative educational settings.

The study will include participant observations across different social contexts, interviews with key stakeholders, and an analysis of relevant documents related to the placement process. Data analysis will be conducted using grounded theory (Strauss & Corbin, 1990), ensuring a systematic exploration of emerging themes.

Results

Since the research is still in its early stages, this presentation will focus on preliminary findings and theoretical insights up to the point of the conference. The research highlights the resistance exhibited by affected families, despite the institutionalized exclusion that emerges through the vulnerability, which is relationally constructed during the assessment process.

The results call for a critical examination of the normative categories that contribute to exclusion, emphasizing the need to consider structural conditions alongside the agency of the affected families.

Conclusions

This research explores how vulnerability is constructed within educational assessment processes for placement in separative institutions, emphasizing the intersection of disability, migration background, race, and socio-economic status. It highlights how these assessments, framed as objective, often reinforce exclusionary practices. The study also emphasizes the agency of these families, who resist institutionalized exclusions despite being positioned as vulnerable.

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Is Switzerland the "best of all worlds" when it comes to relative opportunities for tertiary education? A historical and international comparison of the relationship between social background and participation in tertiary education

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Background: The study is a critical replication of findings in the Swiss Education Report 2023 concluding that social disparities in access to tertiary education are significantly lower in Switzerland than in other European countries (SKBF, 2023: 223).

Purpose and Theory: From an educational sociology perspective, it is obvious to examine social inequality in access to higher education and vocational tertiary education in Switzerland because universities are comparable both nationally and internationally and have remained stable over historical time. What is new in several European countries is the introduction of other higher education institutions such as universities of applied sciences and teacher training colleges. Higher vocational education in Switzerland, on the other hand, has institutional peculiarities of qualification-based training in its design and regulation, such as standardization and professional specificity compared to other countries with an organization-based training system, the results of which - such as the number of degrees and their social selectivity - are attractive for international comparison. In addition, the vocational baccalaureate was introduced in Switzerland to open up access to tertiary education. This formal permeability of the higher education system and the de facto pronounced social selectivity of educational outcomes are another reason to make an international comparison of Switzerland with other European countries, in addition to the historical one. On the one hand, universities are universal educational institutions, but on the other hand, higher education systems vary between countries, as do education-related social structures. Thus, with regard to vocational tertiary education and academic higher education, including their combination with tertiary education, which was institutionalized in 2004, it can be assessed whether Switzerland is a special case among European countries. For example, the Swiss Education Report 2023 concludes that social disparities in access to tertiary education are significantly lower in Switzerland than in other European countries (SKBF, 2023: 223). Because the comparison is limited to a small number of countries, the question arises as to whether this finding is replicated when all EU countries and other statistical measures of social disparities are considered.

Design and Methods: Several data sets – such as harmonized data from the Swiss censuses in 1970, 1980, 1990 and 2000, register-based data from the annual structural surveys of the years 2011-2020 in the five-year cumulation 2011-2015 and 2016-2020 as well as data from the Statistics on Population and Households (STATPOP) of the years 2010-2020, data from the TREE panel and cross-sectional data of *Eurostat* of the years 2011 and 2019 – are employed in a longitudinal design. Historical and international comparative analyses are performed using logistic regression. Both marginal odds ratios (MOR) and average marginal effects (AME) are reported instead of odds ratios.

Results: The empirical findings on educational expansion in Switzerland and the opportunities for tertiary education largely support existing results. The social inequality of study opportunities has declined significantly, while the social inequality for the acquisition of tertiary qualifications - if higher vocational training and higher education are taken together - has decreased moderately and has also stagnated at a comparatively high level.

Conclusions: The key result of the replication suggests that the conclusion in the Swiss Education Report 2023 is misleading. Countries where educational expansion began earlier than in Switzerland, where inequality outside the educational system is lower, and where the educational system is less stratified, segmented and differentiated, educational inequality, is also significantly lower. Other indicators that are more suitable for quantitatively measuring the structure and extent of social inequality in educational opportunities at the tertiary level show that Switzerland is in the middle of the pack in a European comparison.

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Curriculum modifications in inclusive classrooms: Opportunity or obstacle to educational pathways?

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Background

Over the past two decades, learners with special educational needs have been increasingly integrated into mainstream education in Switzerland and internationally. Curriculum modifications are among the most widespread measures to ensure that all learners can be taught in mainstream classrooms. Typically, curriculum modifications involve individual adjustments to the learning objectives in one or more subjects and are directed at lowachieving students, many of whom have diagnosed special educational needs. Students with curriculum adjustments do not receive grades in the modified subjects but are instead provided with a written testimonial indicating the presence of curriculum modifications (for an overview, see Harrison et al. 2013; Sahli Lozano et al. 2021).

Purpose and Theory

Despite the widespread use of curriculum modifications, research on their allocation and effects remains limited. The present contribution aims to provide novel insights into how receipt of curriculum modifications affects students' educational pathways. Specifically, it is examined whether students with curriculum modifications enter different educational programmes in lower and upper secondary education than comparable students without curriculum modifications.

Conceptually, curriculum modifications represent a form of internal differentiation (i.e., withinclass ability grouping), raising concerns about whether educational sorting mechanisms, similar to those in academic tracking (e.g., van de Werfhorst and Mijs 2010), might also exist here. Based on sociological rational choice theories (e.g., Breen and Goldthorpe 1997) and models of peer influence (e.g., Sewell et al. 1970), it is hypothesised that students with curriculum modifications are – net of their educational performance – less likely to enter (and complete) more demanding programmes at both the lower and upper secondary level.

Design and methods

The present study draws on novel large-scale assessment data covering entire student cohorts in Northwestern Switzerland at different points of compulsory school (BR NWCH 2024). In addition to standardised test scores, the data covers student-level information on curriculum modifications. This data is linked to register data from administrative sources, including information on parental income, migration history, educational trajectories, placement in special educational needs programmes. To examine the educational pathways of students with and without curriculum modifications, this study relies on a series of generalised linear (mixed effects) regression models on matched samples.

Results

Results reveal that students with curriculum modifications tend to select into less demanding educational programmes than comparable students without curriculum modifications. At the lower secondary level, recipients of curriculum modifications are more likely to enter programmes with basic requirements. While entry into academic programmes at the upper secondary level is generally rare among recipients of curriculum modifications, they are more likely to enter short-term VET programmes for practically inclined learners when compared to students with similar educational competencies. Further analyses shed light on effect heterogeneity by ascriptive characteristics, region and occupational field.

Conclusions

By analysing how receipt of curriculum modifications relates to educational pathways, this study contributes to a deeper understanding of the measures used to support inclusive education. The findings suggest that although curriculum modifications are intended to foster inclusion of learners with special educational needs in mainstream classrooms, recipients of curriculum modifications still face challenges in their educational pathways that cannot be attributed to differences in educational achievement. Similar to the mechanisms previous research has identified in academic tracking, curriculum modifications may lower recipients' academic self-concept and introduce negative labelling bias towards students with curriculum modifications (e.g., Marsh et al. 2005; Oakes 2005). The findings emphasise the need for equitable practices in the application of inclusive measures across different educational contexts. *Bibliography*

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Diversity, Work Expectations, and Social Mobility: An Analysis among Generation Y and Z at German and Swiss Universities

Carstensen, Vivian[1], Nilgün Daglar-Sezer[1] & Feriha Özdemir[2]

introduces new gender roles into the discussion (Lassleben & Hofmann, 2023; Carstensen/Dağlar-Sezer, 2024). An analysis of network integration in managing universityrelated and employment-related tasks, considering the socio-demographic

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1. Background:

Studies show that social background and migration background are significant factors for access to and success in higher education and labor market entry (Carstensen et al., 2020; Finger, 2022; Heath & Cheung, 2007). Generation Z (Dimock, 2019) advocates particularly for diversity-sensitive work environments, especially in light of their own diversity, and

backgrounds of both Generation Y and Generation Z, can provide insight into the expectations and prevalence of diversity concepts in the future.

2. Purpose and Theory:

This study aims to examine the relationship between diversity and social mobility among students of Generation Y and Z at universities in Germany and Switzerland. The central research question is: What patterns emerge among students regarding their social background, their way of working, and their preferences for diversity-sensitive work environments? This study is based on the premise of a multifaceted necessity for diversitysensitive workplaces (Thomas & Ely, 1996; Krell, 2015). It is expected that Generation Z will place a greater emphasis on the importance of diversity-aware strategies and that institutions will need to adapt accordingly (Kochhan & Cichecki, 2024; Özdemir, 2018; Özdemir, 2021).

3. Design and Methods:

A survey was conducted among students at a medium-sized university in Germany to further investigate the cognitive dimension of diversity and the demographic data of the participants. Data collection took place in the fall of 2023. The sample consisted of 273 students from various backgrounds and academic disciplines. The survey included questions regarding students' attitudes towards work environment, learning styles, and the role of diversity in their future career opportunities. The results were analyzed using statistical methods. The sample will be expanded to include a comparative study at a Swiss university.

4. Results:

Preliminary results indicate that both Generation Y and Z prefer a diversity-sensitive and trusting work environment, with Generation Z expressing this desire even more strongly (Carstensen/Dağlar-Sezer, 2024). However, a notable difference between the generations emerges: Students of Generation Z tend to favor peer-group centered learning styles and problem-solving approaches, indicating a transformative shift in preferences and the usability of individual network resources. The reason could be that, in this generation, the diversity of migration backgrounds and social mobility is even higher than in previous generations.

5. Conclusions:

The findings suggest that educational institutions and employers must adapt to the changing needs and expectations of this younger generation in order to ensure effective access to opportunities and to promote social mobility.

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More funding, more students? Student funding policies and tertiary education enrolment ratios in 32 high-participation countries

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Background

Tertiary education systems around the world have grown dramatically in recent decades. By the beginning of the 21st century, virtually every affluent democracy had formed a High Participation System (HPS) (Marginson, 2016). They thus approach and sometimes exceed the ideal-typical threshold of "universal participation" at 50% of a university-age cohort experiencing some form of tertiary schooling (ISCED levels 5 to 7) during their life (Trow, 1973).

Despite the universal trend of tertiary education expansion, the timing, pace, and scope of the expansion have varied substantially across countries (Cantwell et al., 2018; Teichler & Bürger, 2008). While there may be many reasons for these differences, the role of student funding policy (SFP) is of particular interest. A growing concern over student indebtedness and the sustainability of public funding of higher education has made the distribution of costs between students, families and states a central policy issue in many countries (Heller & Callender, 2013). There is also an ongoing debate regarding the impact of student support and tuition fees on access to tertiary education, as studying continues to determine life chances while family background and previous educational performance remain central determinants of educational attainment (Perna, 2006).

Purpose and Theory

Although there are numerous studies from individual countries on the impact of separate components of the student funding package on different outcomes, studies of student funding systems as a whole are rare (Dynarski et al., 2022). Therefore, we consequently do not know if the common-sense expectation that participation is higher in countries providing more generous student funding (support net of fees) holds. Moreover, theories developed during the earlier phases of educational expansion – for instance that transitioning to mass education required substantial private co-investment, particularly in less affluent countries (Yang & McCall, 2014) – may be less relevant for understanding the determinants of participation levels in HPS (Marginson, 2016). We address this gap by asking: *what is the association between participation in tertiary education and student funding policy in High Participation Systems?*

Design and Methods

A new time series dataset, combining UNESCO statistics of enrolments in tertiary education with the Student Support and Fees Dataset and covering 32 affluent democracies in the period from 2006 to 2021, allowed us to account for both between- and within-country variation in panel regression analysis.

Results

We found that student funding policy, whether in terms of generosity (total support net of fees) or decommodification (non-repayable support net of fees) levels, does not seem to influence enrolment ratios in High Participation Systems. However, by interacting mean decommodification during the analysed period with TER levels, we demonstrated that when

the proportion of the labour force with tertiary credentials exceeds approximately 25%, nonrepayable student funding increasingly starts to matter for further increases in enrolment.

However, our finding of the moderating effect pertains only to between-country variation and not within-country variation over the studied period.

Conclusions

Study costs become insignificant for the size of tertiary enrolments once tertiary qualifications proliferate in society to the point where pursuing them becomes "a must". However, in the context of highly developed High Participation Systems, which have a large capacity to absorb new students, the demand among the middle class eventually becomes saturated (Boliver, 2011). As a result, further increases in enrolment ratios depend on the demand from students from lower-income backgrounds. For these students, given that higher learning has become a social norm and thus a common aspiration, financial barriers are the primary obstacles to overcome. The amount of non-repayable support (net of fees) they are entitled to becomes crucial for access and persistence. Student loans may be less effective in this regard. ***Bibliography***

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On the wrong track? Perceived track mismatch among ethnic minority and majority students in the German educational system

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This study examines the perceptions of ethnic minority and majority students that they belong to a higher track than the one they currently attend. We analyze these perceptions based on a survey of 7th graders in Germany, a country with a highly stratified education system that sorts students into different tracks based on academic ability at an early age. While previous research has repeatedly shown that minority students are more likely to be placed in lower tracks, little is known about how students in general, and minority students in particular, perceive the fairness of their track placement. This is important because previous research has shown that perceptions of unfair treatment influence students' motivation, selfesteem and future educational and occupational outcomes.

Theoretically, the study examines two main mechanisms that might explain why minority students believe more often they should be in a higher educational track. The first mechanism, "exposure to unfair treatment," hypothesizes that they are more likely to feel unfairly treated because they are actually more likely to attend a track that is too low given their abilities. The second mechanism emphasizes the role of attributional processes. It focuses on people's tendency to attribute a lack of success to unfair treatment ("ex post

rationalization of failure"). Because minority students are more likely than majority students to attend the lowest educational tracks and to have highly ambitious parents, they may feel a greater need to attribute their limited educational success to unfair treatment in order to protect their self-esteem.

We use data from the "Students' Perceptions of Inequality and Fairness (PerFair)" survey, a classroom survey conducted in three German states: Baden-Wuerttemberg, Saxony, and Schleswig-Holstein. To measure perceived track mismatch, students were asked whether they believed they should be in a higher track or not. To test the exposure mechanism, we use a proxy for actual track mismatch by calculating the deviation of students' ability from the average ability of other students attending the same track. The attribution mechanism is tested by analyzing whether students who attend the lowest educational track and those whose parents have high educational aspirations are more likely to feel unfairly treated in terms of the track they attend.

Based on two-level random intercept models with multiple imputation of missing values, our results indicate that minority students are significantly more likely than majority students to perceive a mismatch in their track placement. In terms of potential explanations for these differences, we find no support that the "exposure mechanism" plays an important role. Attributional processes ("ex-post rationalization of failure") provide a more plausible explanation. Being placed in the lowest educational track and having parents with high educational aspirations not only exert a strong influence on perceived track mismatch, but also explain large parts of the perception gap between majority and minority students.

In sum, our findings align with previous literature on "objective" ethnic educational disparities. These studies not only show that immigrant students have high educational aspirations. They also suggest that this may reflect both "immigrant optimism" and a lack of knowledge. This supports our finding that minority students' perceptions of unfair treatment are less grounded in reality. In particular, their sense of belonging to a higher educational track is independent of how their cognitive abilities relate to those of other students in their track. Rather, minority students and their parents have high aspirations. Previous evidence suggests that this does not necessarily put them on a path to success. Our findings add to this research by showing that it also increases students' subjective perceptions of being treated unfairly in school.

Personalized Learning: The Silver Bullet for Educational Equity?

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Students enter school with a vast range of individual differences, resulting from the complex interplay between genetic dispositions and unequal environmental conditions. Schools thus face the challenge of organizing instruction and responding to students with diverse needs. How schools manage diversity influences the provision of equal opportunities and the capacity to promote educational equity.

Traditionally, schools have treated differences between students as obstacles to be surmounted during classroom instruction and sought to reduce diversity by grouping students with similar abilities together. However, empirical evidence suggests that such tracking approaches increase inequalities (Terrin & Triventi, 2022). In recent years, there have been many calls to embrace diversity in the classroom by personalizing students' learning experience and adapting instruction to each students' specific needs (Bernacki et al., 2021; Dockterman, 2018). Technological advances have significantly expanded the opportunities for personalization in classroom learning, thereby contributing to this paradigm shift (Plass & Pawar, 2020; Van Schoors et al., 2021).

The increasing calls for personalized learning often go hand in hand with the premise that its implementation will lead to greater educational equity, as each student will receive instruction adapted to their unique needs (Sokolowski & Ansari, 2018). The aim of this presentation will be to discuss whether, and under which conditions, personalized learning can indeed increase equity in academic achievement by integrating empirical and theoretical insights from different fields, including the learning sciences, philosophy, psychology, and sociology.

I will argue that the answer to this question depends on the conception of equity being considered. In fact, very different and even contrasting (implicit or explicit) conceptions of equity exist. In my presentation, I will distinguish between three prominent conceptions of equity and use them as an analytic lens to address the implications of personalized learning for educational equity: equality of inputs, equality of outcomes and adequacy (Levinson et al., 2022; Schouten, 2017).

I argue that by definition, personalized learning does not provide equality of inputs, as its explicit rationale is to treat students differently based on their respective needs. Moreover, personalized learning is also unlikely to result in equality of outcomes. When competent students are permitted to advance more quickly through curricular content and receive learning content adapted to their needs, their initial advantage over their less competent peers is likely to grow even wider (Stern, 2017). However, adaptive teaching aligns with adequacy notions of equity. Scholars following this perspective argue that it may be morally acceptable or even necessary to treat individuals unequally by providing more resources to those who are at risk of falling short of achieving adequate outcomes. That is, the inputs provided should ensure that all students reach a minimum level of educational outcomes. Once this minimum level is achieved, any inequality in educational outcomes is seen to be no longer problematic.

At the same time, the potential of personalized learning to improve educational equity may be hampered by the stark inequalities between schools and districts (Reardon & Owens, 2014). No pedagogical strategy can fully compensate for unequal conditions of the broader context in which teaching and learning take places.

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Inclusive education is widely seen as a transformative force capable of addressing educational inequality and promoting social participation. However, achieving inclusive education involves not only structural changes in education systems but also how future educators understand and engage with diversity. This study explores how pre-service teachers construct notions of heterogeneity and inclusion, and how these constructions relate to their future role in transforming educational practices. Specifically, it examines how Master's students in Social Science Education understand diversity and inclusion based on their personal biographies, academic experiences, and practical teaching engagements.

This research is situated within a course developed as part of a Master's seminar at the University of Dortmund (winter semester 2024/25). The workshop involves pre-service teachers in peer interviews and group analysis, allowing them to explore their perceptions of diversity, their perceived challenges, and their perceived responsibility in contributing to the transformation of the education system.

Purpose and Theory

The study investigates how pre-service teachers perceive diversity and heterogeneity and their understanding of inclusion in the context of their future roles in schools. The research addresses the following questions:

1. How do pre-service teachers define and negotiate diversity?
2. What role do perceptions of social categories (e.g., ethnicity, gender, disability, economic backgroud) and constructions of normality play in these negotiations?
3. What challenges and opportunities do pre-service teachers see in the transformation of the education system relating to the perceived requirements, and how do they position themselves in relation to this process?

The theoretical framework draws on theories of normality and heterogeneity (e.g. Link 1996), inclusion, and exclusion based upon the sociology of knowledge from which the study incorporates subjectivation theory to examine how discourses shape the roles and responsibilities of future educators in educational transformation (cf. Budde 2012; Keller 2013; Bosančić 2018).

Design and Methods

This research uses an interpretative interview approach involving about 25 pre-service teachers from the Master's program in Social Science Education at the University of Dortmund. The students will work in tandems to conduct interviews exploring their perceptions of diversity and inclusion. These interviews will form the basis for interpretation groups, where the data will be analyzed collaboratively. Analysis follows Kruse's (2015) integrative procedure on interview data, focusing on reconstructing heterogeneity definitions in relation to (a) biographical dispositions, (b) academic content, and (c) practical teaching experiences. Data collection will take place between December 2024 and February 2025, with analysis occurring throughout early 2025.

Results

The expected findings include insights into how pre-service teachers perceive heterogeneity (e.g. as a challenge or an opportunity). Early data suggest that students may have conflicting views on how diversity should be addressed in the classroom. Key themes may include tensions between personal responsibility and the belief that societal structures need to adapt for inclusion. The study aims to identify the hegemonic and normative discourses

surrounding diversity and inclusion and how these shape pre-service teachers' sense of responsibility for educational transformation.

Additionally, the research will explore the self-positioning of future teachers as e.g. "transformers", "functionaries", or "enablers" in relation to inclusive education. Understanding these self-positionings is crucial to understanding how pre-service teachers view their role in promoting inclusive, transformative education.

Conclusions

This study will offer insights into how pre-service teachers perceive and engage with issues of diversity and inclusion. The findings will contribute to understanding the transformative potential of inclusive education and offer recommendations for teacher education programs. Specifically, the research will highlight the role of heterogeneity constructions in shaping future teachers' approach to inclusive education.

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Educational Credentials in the Hiring Process: Recruiters' Evaluations and Justifications

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In countries with highly stratified education systems such as Germany, the Netherlands and Switzerland, occupation-specific educational credentials are considered as must-have criteria for jobs of skilled personnel (Imdorf et al. 2023). Therefore, credentials appear to be pivotal for social and economic participation.

Recruiters' evaluations of job applicants can be analyzed by focusing on how they justify their selection criteria (Ali und Brandl 2018; Canonica 2017; Lendaro und Imdorf 2012; Widmer 2012). However, the evaluation of different occupation-specific credentials and their function in the selection process are rarely analyzed: Previous studies have focused on recruiters' comparison of academic and vocational degrees in specific occupational fields (Hippach-Schneider und Weigel 2013; Maier et al. 2020) or on the function of credentials in the school-to-work-transition (Ashton und Maguire 1980; Imdorf 2009). How credentials from various levels and fields are used and evaluated in the selection process of skilled personnel and how this can be explained by the recruitment context, remains unclear. Therefore, we ask: How do recruiters justify their use and evaluation of educational credentials in the selection process? Are there patterns of meaning and can they be explained by contextual factors such as characteristics of the applicant, recruiter, firm and occupational field?

The theoretical background for our analysis is the Sociology of Conventions (Boltanski und Thévenot 2018; Diaz-Bone 2018) and the Sociology of Regimes of Engagement (Thévenot 2001; Hansen 2023): Recruiters construct applicants' competences in the selection process by using conventions to assess and justify their quality (Boltanski/Thévenot 2018; EymardDuvernay/Marchal 1997). This is supported by tools like educational credentials (Thévenot 2023). Thévenot distinguishes these situations of justification from situations where actors follow their personal plans or their habits (Thévenot 2001; Hansen 2023).

To address our research questions, we conducted 35 semi-structured interviews between June 2023 and March 2024 with contact persons of real job advertisements, in particular with HR professionals and line managers. We sampled the job ads from online job portals in six occupational fields in the German speaking part of Switzerland: Gardening, Technology/Engineering, Social Work, ICT, Sales, Marketing. These fields differ regarding expected degree levels and types. Using Reflexive Thematic Analysis (Braun und Clarke 2022), we coded inductively through a theoretical lens. Codes that shared central underlying concepts were categorized to construct themes that capture patterns of meaning in the data set.

Preliminary results show that the use and evaluation of credentials differ between occupational fields, by firm size and applicants' characteristics. Recruiters who can choose among many suitable candidates use occupation-specific credentials as pre-selection criteria without need for justification. They are thus acting in the regime of familiarity. Exclusion of candidates despite holding occupation-specific credentials is justified by referring to market conventional values like price or industrial conventional values like efficiency: For example, young job applicants with upper-secondary vocational certificates and vocational baccalaureate are considered too costly because they are expected to leave the firm again for further training and therefore not remain long in the position. Candidates with tertiary degrees but without work experience, particularly candidates with university/ETH degrees, are excluded because of high salary expectations and perceived lack of immediate employability.

In general, educational credentials are associated with occupation-specific skills. However, for recruiters facing a shortage of skilled personnel, selecting candidates based on occupation-specific credentials is not feasible anymore. They must justify new selection criteria. As a consequence, they act in the regime of justification and negotiate between different quality conventions and recruitment conventions.

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The long shadow of social origin: How subjective expectations in lower upper secondary education contribute to social inequalities at upper secondary and tertiary education in Switzerland

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Educational inequalities challenge the social and system integration of societies, as educational credentials decisively determine access to skilled employment, privileged social positions, income prospects, etc. There is ample empirical evidence that educational decision-making is associated with social background (Boudon, 1974; Erikson and Jonsson 1996), resulting in social inequalities in educational attainment throughout the subsequent levels of the education system. As reported by Becker and Glauser (2018), the subjectively perceived investment risk, as well as the educational motivation of the given educational alternatives, partly explain social disparities regarding youths' propensity to enrol in basic vocational or academic education when leaving compulsory school. As an extension, the authors address in the presentation, how the subjectively expected utility, measured in compulsory school, also contribute in explaining the propensity of earning a (vocational) baccalaureate and being enrolled in tertiary education in the Swiss education system.

In our analysis, we use data from the DAB panel study. The DAB panel study was initiated to investigate the youths' educational and occupational trajectories after the end of compulsory schooling of a cohort of school leavers from 2013 in German-speaking Switzerland. Our analyses cover social inequalities in the propensity to earn an academic degree rather than vocational training at upper secondary level as well as being enrolled at tertiary level. With reference to subjective expected utility (SEU) theory and by applying a direct test strategy, we additionally analyse the extent to which social inequalities in educational attainment are mediated by subjective and class-related cost-benefit perceptions of the different educational alternatives, measured both before entering upper secondary level and before entering tertiary education.

Consistent with key assumptions of SEU theory and for both educational levels, our results reveal that part of the social inequalities are mediated by subjective perceptions that lead to class-specific preferences for particular educational alternatives and pathways that provide unequal opportunities for access to tertiary education. We extend existing research on the Swiss case by highlighting the long shadow of social origin on educational attainment within

the Swiss education system, which is characterised by a high degree of stratification and vocational specificity.

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Transitions from Education to Employment (TREE)

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other research fields. The study is designed as a social science data infrastructure serving the scientific community at large. Comprehensive data makes it possible to study inequalities (horizontally and vertically) in the life course according to a multitude of psychosocial characteristics (such as motivations, selves, big five, etc.), individual or family characteristics (such as gender, migratory background, health, educational skills and outcomes, social

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The aim of the proposed poster is to present the data of the Transitions from Education to Employment (TREE) panel study. TREE is a Swiss prospective longitudinal multi-cohort study of compulsory school-leavers. So far, two compulsory school leavers' cohorts, 16 years apart (based on PISA2000 and ÜGK2016 samples), are being followed up, allowing for cohort comparisons. TREE is a multidisciplinary study whose design and survey instruments reflect research interests of sociology, economics, education, psychology, public health, and

origin, household characteristics, etc.) and contextual characteristics (such as place of residence, educational institutions and firms, cantonal education systems' organizations, etc.). This data makes it possible to articulate the links between life courses and explanatory variables and mechanisms at the micro, meso and macro levels as well as to compare its evolution in time and across cohorts. The poster describes the study design, the topics covered as well as methodological considerations. The results part describes and compares the main characteristics of the two TREE cohorts' post-compulsory educational and labour market trajectories. We notice that little has changed in the transitions to post-compulsory education between the two cohorts, even though major educational and labour market reforms have taken place over the last two decades. The purpose of the poster is to spark interest, generate discussion and promote the data. Scientific use files of all data can be easily accessed online and downloaded free of charge via the QR code that will be printed on the poster.

"And then, I realized that I can make it" Experiences and Strategies of Students with Refugee Experience

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International students with refugee experience face a range of challenges throughout their academic journeys. To navigate these challenges, they employ various coping strategies, with the establishment of networks—both on- and off-campus—playing a pivotal role. Over the past decade, universities have responded by creating support structures and funding programs aimed at helping these students integrate and succeed in their studies. This study investigates the experiences of international students with refugee experience, both during their study preparation and throughout their university education. We conduct research at seven universities in the federal state of North Rhine-Westphalia, Germany, using a qualitative approach to explore key questions regarding the challenges students with refugee experience encounter, the strategies they employ to overcome these challenges, the effectiveness of state-funded support programs, and areas for potential improvement in these initiatives.

Our methodology involves narrative interviews with students with refugee experience, as well as insights from International Office program coordinators, faculty members, and academic advisors. We examine not only the academic experiences of students but also the broader impact of their university life on their participation in other areas of society.
Additionally, using network analysis, we expand our focus beyond the university environment to understand the role of local actors in both support programs offered by universities and in the students' daily lives.

Our findings highlight the importance of comprehensive support systems in facilitating participation and academic success for students with refugee experience. Within support programs, future students make contacts and build long-lasting friendships. The flat hierarchies between advisors, student assistants, and participants promote a trusting relationship where students feel comfortable receiving support tailored to their needs. Overall, these programs contribute significantly to successful studies. The financial support eases the burden on participants and gives them the opportunity to concentrate on their course content, such as German language courses. Study preparation workshops impart knowledge about the university system, study organization, and relevant academic skills. Through various program elements, students' potential can be developed, and social participation off-campus can be enabled. On the other hand, study organization proves to be a major challenge, as (self-)organization of studies is not common in many students' home countries. Multiple burdens, such as care responsibilities, part-time jobs, legal residence issues, or the continuation of a previous course of study, can lead to stress and overload.

Many students also experience discrimination and racism in daily life, especially in contact with German authorities. A crucial factor in overcoming these challenges is the social network of fellow students, friends, family, and supporters. Having role models or being one for others is also beneficial, and many participants pass on their experiences to new students. Overall, preparing for university and adjusting to German society is perceived as very exhausting, yet the determination to persevere and "keep on fighting" reinforces empowerment and resilience.

Support programs at universities emerge as crucial, often serving as the first point of contact for international students navigating daily challenges on- and off-campus. Dynamic advisory and support systems can serve as models for other areas of society, demonstrating the effectiveness of low-threshold, accessible, and trust-based approaches in reaching target groups and embracing diversity.

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Rejecting inclusion? Path dependency in the persistence of tracking in Swiss lower secondary education

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Context

Educational systems of many industrialized countries are characterized by some form of academic tracking. Switzerland is one of the countries that opts for particularly early tracking: following primary school, students are assigned to different tracks of lower secondary education (LSE), with considerable variation in the number, permeability and rigidity of these tracks between and within cantons. In the most rigid model of tracking, students are grouped by ability into two or three distinct tracks with either higher or lower academic requirements, receiving separate instruction and remaining within separate educational spaces during LSE. Yet, in terms of student ability, these tracks are less homogeneous than intended; empirical research has long shown that track placement is only partly based on academic ability, but correlates with social characteristics such as socioeconomic status, gender, and migration background. Since different tracks provide differently favorable learning environments and grant or restrict access to different upper secondary educational pathways, track placement significantly affects students' educational and professional trajectories as well as their social status: Advanced LSE tracks prepare students for the selective baccalaureate schools that offer direct university access, whereas the lowest track ist stigmatized and offers uncertain prospects for even securing an apprenticeship. **Purpose and Theory**

Tracking in LSE can thus be interpreted as a mechanism of exclusion, limiting access to certain educational pathways, occupations, and social positions. Despite empirical evidence

linking rigid tracking to educational inequalities, the most rigid model of tracking remains prevalent in Switzerland, often legally mandated in some cantons and seldom questioned in educational practice. *This contribution seeks to understand a) the reasons why actors sustain organizational structures that are known to contribute to educational inequalities, and b) identifying potential drivers for change.*

The contribution draws on Mahoney's theoretical framework of path dependency to analyze the persistence of tracking as well as conditions for change through four mechanisms – functional, utilitarian, power, and legitimation.

Design and methods

Data were collected from 26 problem-centered interviews with headmasters as well as representatives from cantonal education administration across seven cantons from German- and French speaking regions of Switzerland, supplemented by reform reports, cantonal school law and website information. The analysis was conducted by means of theoryoriented coding, leaning on tools of thematic qualitative analysis with a focus on reconstructing underlying mechanisms of path dependency.

Results & Conclusion

Findings reveal that multiple mechanisms reinforce the persistence of rigid tracking within LSE, thus perpetuating exclusionary structures and reproducing educational inequalities. These mechanisms include actors' perception of a functional link between lower and upper secondary education, concerns over the costs of structural reforms, and the status interests of parents and teachers. Additionally, influential narratives about upholding tradition, presumed benefits of grouping students by ability, skepticism towards empirical evidence, and the importance assigned to the school class as a cohesive social unit further perpetuate rigid tracking. However, possible factors for change towards more inclusive LSE models can be identified: powerful actors or bottom-up-initiatives that highlight the importance of reducing inequalities drawing on empirical evidence, concerns over the economic inefficiency of small, separated classes as well as rising concerns over workforce shortages highlight how social and economic arguments can make way for structural changes towards more inclusive models of LSE.

Given the enduring educational inequalities reinforced by – among other factors – rigid tracking, this contribution identifies both barriers and potential catalysts for more inclusive LSE structures. The findings raise questions about education systems that, while tasked with preparing future generations for future challenges of a diverse society, remain resistant to inclusive structures with actors deliberately rejecting empirical evidence.

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Inhabited Ideology: Diversity Ideology and Approaches to Diversity Work Across Institutional Sectors

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Background

Recently, scholars have argued that the dominant racial ideology in the United States is one focused on *diversity* (Mayorga-Gallo 2019). At the same time, recent decades have seen an explosion in organizational efforts to address racism through "diversity management" or what often today is called DEI ("diversity, equity, and inclusion") work. While research examines diversity as a dominant racial ideology as well as a field of work, less research has considered how diversity workers—employees tasked with achieving an organization's DEI goals—interpret, alter, and use this ideology. We use two case studies to demonstrate how diversity workers in public and private schools interpret the demands of their jobs, helping us to better understand how diversity ideology unfolds in specific institutional contexts.

Purpose and Theory

We ask the following question: How do diversity workers inhabit diversity ideology and adapt it to the institutional demands of their organizational contexts? In answer, we propose a theory combining racial ideology and inhabited institutionalism (Hallett and Hawbaker 2021) that we term *inhabited ideology.* Using *inhabited ideology,* we show that institutional myths—the stories organizations tell about themselves that confer legitimacy within their institutional sector—mediate diversity ideology to create local versions which shape and justify organizational approaches to diversity work. To build this theory, we review existing literature on local racial ideologies (e.g. Cobb 2017, Warikoo 2016) as well as the institutional theory literature that led to our foregrounding of inhabited institutionalism (e.g. Hallett and Hawbaker 2021).

Design and Methods

We draw on data from two different studies of approaches to racial equity in organizations, one examining diversity work in public school districts (81 interviews total, 30 with administrators), and the other examining diversity work in private schools (29 interviews). Both public and private schools were located in the same region of the United States. We

analyzed our data both individually and collaboratively, focusing on the emergent institutional myths we found, and the resulting orientations toward diversity work.

Results

We find that each organizational environment comes with its own institutional myths that impact how diversity ideology unfolds. At public school districts, administrators adhere to expectations around accountability and political neutrality. They design DEI initiatives to address disparities in student achievement by race through race-conscious efforts that in some ways break from dominant diversity ideology. Their desire to appear politically "neutral," on the other hand, constrains these efforts, limiting how far they can push against tenets of dominant color blind and diversity ideologies. At private schools, DEI workers responded to the charge to "create leaders" and to the idea that their schools should serve students who are the right "fit." The myth of leadership makes their DEI initiatives focus on shaping White students' world views, as opposed to ensuring racially proportional outcomes as in public schools, while the "right fit" myth somewhat surprisingly allows them to design racial equity approaches that go beyond diversity ideology and approach a social justice framing (Turner 2020). In both organizational contexts, we find that diversity ideology is dominant among diversity workers. However, sector-specific institutional myths *mediate* diversity ideology, leading to sector-specific permutations of the ideology, which in turn influences their approaches to racial equity each organization pursues.

Conclusions

We see great potential in the application of *inhabited ideology*. For example, this theory could help examine how diversity practices evolve in response to changes in the institutional environment, such as legislation dictating specific racial equity approaches in schools or prohibiting companies from having a diversity office. How do sector-specific diversity practices change, and how do these changes impact racial equity outcomes in organizations? *Bibliography*

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Addressing and Embracing Diversity in Primary Schools in Digital Societies

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Background

Managing diversity in educational settings remains a significant challenge for primary school educators. The increasing number of children from migration backgrounds and the push for inclusive education highlight the urgent need for diversity-sensitive teaching. Despite various initiatives aimed at educational equity, this goal remains largely unmet. Moreover, educational equity has become closely connected to discourses such as inclusion, diversityoriented pedagogy, and sustainability, thus reinforcing its significance. The digital transformation complicates these challenges, revealing new inequalities.

Purpose and Theory

To explore these issues, we employ two theoretical concepts: (1) Bourdieu's concepts of habitus and field, where educational practice in social milieus appears as part of an overall class reproduction strategy, and (2) The Digital Divide, which highlights disparities in digital access (a), usage (b), and benefits (c) shaped by socio-economic status, gender, and migration background. These frameworks help explore how digitalization intersects with diversity and inclusion, addressing the risk of emerging inequalities in digital societies.

Design and Methods

Building on this theoretical framework, we discuss the results of three empirical projects that illustrate how diversity is addressed and promoted in classrooms and schools, aligning with the conference's focus on tackling diversity-related challenges and fostering inclusion in primary education.

1. **Adaptation of Classroom Practices**
   This project examines strategies for aligning teaching practices with the diverse needs and prior digital competencies of students, promoting educational equity and inclusivity.

2. **Integration of AI in Learning**
   This study explores how artificial intelligence can support reading development in children from diverse social and cultural backgrounds, aiming to bridge learning gaps and reduce the digital divide.

3. **Participatory School Development**
   This project highlights participatory approaches in over twenty primary schools, empowering educators and stakeholders to co-create inclusive educational environments and address emerging inequalities in digital societies.

The first two projects employ a mixed-methods design, combining ethnographic observations of student interactions with AI tools and other classroom activities, alongside pre-, post-, and follow-up assessments to measure learning progress across diverse student backgrounds. The third project uses qualitative methods, including expert interviews and participatory observation, to explore how school leaders, supervisory bodies, and teachers can collectively transform schools for digital societies.

Results

The results indicate that understanding student characteristics is crucial for inclusive and effective learning. The differential effectiveness of interventions across student groups shows that acknowledging prior knowledge alone is insufficient. To integrate informal knowledge into academic learning, teaching settings must be tailored to individual learning conditions and academic needs. Moreover, teacher training, active involvement, support, and reflective opportunities are critical for developing environments where all students can thrive. The third project specifically demonstrates how participatory school development can empower stakeholders to co-transform educational institutions in digital societies, addressing emerging inequalities.

Conclusion

By critically engaging with these examples, this presentation advocates for a transdisciplinary approach to co-creating education in digital societies—one that transcends merely adapting to technological advancements. Active involvement of educators, students, and communities in shaping education is vital.

Additionally, it is crucial to ensure that educational institutions provide support for disadvantaged children to acquire the competencies and strategies they may not bring from their families. Without this support, educational inequalities, especially in digital societies, are likely to deepen, as evidenced by current research on digital divides.

This presentation aligns with the conference's call to explore diversity, inclusion, and inequalities through multi-level sociological perspectives—from micro (e.g., students and teachers) to meso (e.g., school structures) to macro (e.g., education systems). We emphasize the importance of addressing newly emerging inequalities in digital societies, preventing digital divides, and ensuring equitable participation in education.

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The educational experiences of refugees with disabilities in Europe, 2015-2024: a scoping review

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Disabled forced migrants, Pisani and Grech (2015) argue, live in a shadow: they are rarely considered in humanitarian intervention, hardly theorised in forced migration studies and are mostly left out of Global North-centric disability studies. As this analysis found, this intersection of their marginalised identities – being both a forced migrant and living with a disability – is also concerningly rarely considered in educational contexts in Europe. We searched the 1,007 resources currently held in the Hub for Education for Refugees in Europe (HERE) Knowledge Base, and found that just 17 studies discuss the needs, outcomes and/or experiences of this multiply marginalised population.

In this paper, we look at the research which is available and what we can learn from it, before offering some recommendations for research, policy and practice. In exploring this topic, we respond to calls from Critical Disability Studies scholars to undertake intersectional analyses of disability: to recognise that "the politics of disability are intertwined with many other politics including those associated with racism, sexism, transphobia, occidentalism, colonialism, classism, developmentalism and heterosexism" (Goodley et al., 2019, p. 989). At the same time, we build on Critical Race Studies and the forced migration and education literature, in developing our understanding of such intersectional experiences. In line with the Critical Disability Studies approach, here we follow the social model of disability (rather than moral, medical or rehabilitative) which recognises that "(1) disability is a social construct, not the inevitable consequence of impairment, (2) disability is best characterised as a complex interrelationship between impairment, individual response to impairment, and the social environment, and (3) the social disadvantage experienced by disabled people is caused by the physical, institutional and attitudinal (together, the 'social') environment which fails to meet the needs of people who do not match the social expectation of 'normalcy'" (Hosking, 2008, p. 5). To try to capture this diversity of experience and understanding across Europe, we therefore used the terms 'disability/ies', 'special education', 'special need/s', 'learning

difficulty/ies' and 'additional needs' to search the HERE Knowledge Base for *empirical studies* on refugee learners with disabilities.

The scoping review identified a worryingly substantial gap in the literature on this topic. Only 17 resources in the Knowledge Base published over almost the last decade provide empirical data on refugee learners with physical and/or learning disabilities. Even then, few focus on education for disabled refugee learners exclusively - instead, they often treat refugees and learners with disabilities as separate 'vulnerable' or 'high risk' groups who are subject to inclusion measures. This means that attention is not paid to the specific needs of those who fall into both categories, or how such aspects of an individual's identity can intersect and multiply their challenges.

The resources which exist provide information on the limitations of current 'inclusive education' practices and definitions; broader inclusion challenges, such as administrative procedures and the attitudes of teachers and the public towards disabled refugee learners; and the relationship between refugees and the Special Educational Needs category. They also offer suggestions for overhauling inclusive education, such as underpinning these practices with a radical and intersectional approach to inclusion which considers how learners may be multiply marginalised. This would take into account not only how refugees with disabilities experience education as a refugee or as a learner with a disability; but also how racialisation, language background and psychosocial needs, for example, are accounted for during diagnostic procedures and when providing special educational support.

When migration as a social mobility project is reported to the children

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Studies regarding Switzerland and other European countries have shown that immigrant descendants often outperform their peers, when controlling for socioeconomic status (SES) (Schnell & Fibbi, 2015; Schnell et al., 2013). These unexpected successful pathways are often attributed to the comparatively higher educational aspirations of migrant parents or as Crul et al. (2017, p. 334) put it: a "success-driven habitus" in migrant families. Furthermore, especially research in the US refers to the "immigrant bargain" or "family bargain" as an explanation. According to this concept, parents transmit their educational and professional ambitions to their children with the expectation to overcome their status-loss resulting from migration (Louie, 2012; Smith, 2002). Parents believe that their children will experience intergenerational social mobility and potentially improve compared to parents' socioeconomic status (Crul et al., 2017; Kao & Tienda, 1995; Louie, 2012).

With respect to the European context, there is hardly any evidence on the family bargain. With the present study, we want to broaden the scope and focus on Switzerland. Switzerland is a particularly interesting and relevant case given the high share of the population with a migration background (around one quarter) as well as its diversity in term of SES and country of origin. In addition, the Swiss education system is known to be strongly segregated and to have a high share of vocational education, which differs greatly from education systems based on general and university education. While in Switzerland there is a high degree of intergenerational reproduction of inequalities, the observation that children of immigrant descent often outperform their native peers with comparable SES also holds (Tjaden & Scharenberg, 2017). One relevant factor explaining this are parental aspirations, which tend to be higher in immigrant compared to native families (Kamm et al., 2021). In order to shed more light on the extent to which the "immigrant bargain" might play a role and within the context of the mixed-method project Parental Investment in Children's Education (PICE), we will investigate the concept of "migration as a family project of social upward mobility". PICE analyses parental investments in their children's education as a

multidimensional complex interplay of parental aspirations, resources and strategies. The overall aim of the project is to identify the factors that explain "success against the odds", while contrasting young adults with an immigrant background from the important immigrant groups in Switzerland (i.e. from Italy, Spain, Portugal, Turkey, Balkan and Sri Lanka) with their native counterparts.

For the empirical analyses, PICE combines data from the quantitative panel survey TREE2 (Transitions from Education to Employment; n=8,429) with a qualitative in-depth study, in which we interviewed educationally successful TREE2 respondents from families with modest social origin and one of their parents (i.e., respondents are successful "against the odds"). This allows us to shed light on the phenomenon from the parental as well as the child's perspective.

The mixed method approach allows us to further investigate the concept of family bargain in the Swiss context. Analyses of the TREE2 data show that, in general, children of migrants do not only express higher educational aspirations compared to their native peers, but also value more education as mean to success. Migrant parents do express higher educational aspirations compared to their native peers, especially in some migrant groups (Turkey, Sri Lanka) and overall put more pressure on their children. The qualitative interviews show that parents sometimes "sacrifice" their own educational/professional potential to support their children in achieving educational success. The findings point towards more parental pressure in migrant than in native families which is an important strategy to achieve the intergenerational mobility project.

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Academic Self-Concept: Differences between female and male newcomers to academic tracking in German upper secondary education

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The paper addresses the intersectional challenges of social and gender inequalities that women may encounter in their pursuit of upward mobility. Although women outperform men in educational attainment in most contemporary Western societies, obstacles to their educational attainment persist (Lee & Mortimer, 2021): Women are still perceived as being less competent than men (Buchmann et al., 2008), and still have to face associated stereotype threat (Hentschel et al., 2019). Women are more likely to exhibit self-doubt regarding their academic abilities (Bauer & Job, 2024; Pennington et al., 2021) and are more prone to encounter obstacles in their professional career, such as increased familial and financial responsibilities (Barone et al., 2017; Lörz & Mühleck, 2019). Moreover, upwardly mobile women are more likely than men to conceal their working-class backgrounds at work

to be less vulnerable to negative judgment (Friedman, 2022). Taken together these intersectional challenges of upward mobility can lead to female self-exclusion from further career advancement. In light of these specific challenges women face, there is reason to believe that women rely more than men on motivational resources, such as the academic self-concept, when attempting upward mobility (Lee & Mortimer, 2021).

In the paper, I examine a specific type of upward mobility: Upward track mobility at the transition from lower secondary to upper secondary education in Germany. At this transition students have the opportunity of upward transitions from vocational to academic tracking. For a considerable number of students, such upward transitions represent the inaugural step in their pursuit of a university entrance qualification(Dollmann & Weißmann, 2020). My main research question is whether female students who change from vocational to academic tracking at the transition to upper secondary education may be subject to positive selection with regard to their academic self-concept, exhibiting a more robust academic self-concept than their male counterparts. The academic self-concept can be defined as students' subjective assessment of their own academic abilities in comparison with the abilities of significant others in their social environment (Eccles & Wigfield, 2002). A positive selfassessment is associated with a stronger self-concept and a greater likelihood of investment in education (Marsh & Martin, 2011). In recent years, there has been a growing interest in the academic self-concept as a factor influencing educational upward mobility (Jansen et al., 2024; Kohlmeier, 2024; Lee & Mortimer, 2021; Siegert & Roth, 2020).

The empirical analyses are based on a subsample of Cohort 4 of the German National Educational Panel Study (Blossfeld & Roßbach, 2019), which is a stratified random sample that follows students throughout upper secondary education. The subsample comprises all students enrolled in academic upper secondary education in 2013, two years after they had completed their lower secondary education. Including item-nonresponse, the subsample contains 4,724 students in 177 schools.

Based on multilevel ordinary least squares regressions with adjusted standard errors at the school level, findings show that (1) female newcomer to academic tracking have a stronger academic self-concept than male newcomer. Controlling for individual competencies in mathematics and reading, school-average competencies mathematics show a significantly negative impact on the academic self-concept of female newcomer to academic tracking; often referred to as Big-Fish-Little-Pond effect (2). The findings indicate that, while female newcomer exhibit a stronger academic self-concept, it is less resilient to Big-Fish-Little-Pond effects. This demonstrates the complexity of gender differences in education, particularly in relation to social inequality and upward mobility. These findings suggest that there is potential for policy interventions aimed at fostering the academic self-concept of upwardly mobile students (Bauer et al., 2023).

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Immigrant youth's educational pathways after lower secondary school: does class composition matter? Köpping, Maria[1,2]

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This paper examines the relationship between class composition at the end of lower secondary school and the subsequent educational trajectories of first and second-generation

immigrant youth, using longitudinal register data from Austria. Immigrant youth have received considerable attention in research on educational inequalities. Nevertheless, important questions remain about the mechanisms driving observed differences in the educational trajectories of immigrant youth. In particular, the role of class composition variables and their potentially varying effects across groups remain underexplored. This study aims to address these gaps by examining patterns in the educational pathways of immigrant youth after lower secondary school, and then analysing which individual characteristics and class composition variables influence the likelihood of pursuing different educational pathways. The Austrian education system, characterised by a variety of upper secondary pathways – including general and vocational academic tracks, apprenticeships and school-based VET programmes – provides a particularly interesting case for this analysis.

As its theoretical framework, this study draws on sociological theories of inequalities in education and (immigrant) youth's educational choices, alongside theoretical assumptions on 'composition effects'. Attributed primarily to an 'immigrant optimism' (Kao & Tienda 1995), an immigrant background is associated with comparatively high aspirations (Salikutluk 2016) manifested in ambitious educational choices (Dollmann 2021) and a preference for academic tracks over VET (Tjaden & Hunkler 2017). The socioeconomic and ethnic composition of schools and classes are assumed to impact students' educational achievements (Chzhen & Leesch 2023; van Ewijk & Sleegers 2010) and choices (Thys & Van Houtte 2016) through several mechanisms including teachers' expectations, school or classroom climate, resources, and peer effects (Dräger et al. 2023; Perry 2012).

The empirical analysis is based on longitudinal register data covering the educational trajectories of an entire cohort of students in Austria (N = 85,000). Educational pathways after lower secondary school are first clustered into a typology of pathways using sequence analysis (SA) and an optimal matching approach. The SA is conducted for the entire cohort using annual information on individual educational status (i.e., the type of school a student attends, dropout/completion, or university entry) for seven years after lower secondary school. The resulting clusters are employed as categorical input for multinomial logistic regression analysis. A multilevel model is used to account for the hierarchical structure of the data, with individuals nested within classes and classes nested within schools. Predictor variables include parental education, gender, family country of origin, and migrant generation at the individual level, as well as measures of socio-economic and ethnic composition at the class level.

Results from the sequence analysis reveal a diverse range of pathways after secondary school. Clusters include pathways that lead to either general or vocational upper secondary school completion as well as pathways that are characterised by multiple transitions between tracks or that result in a student leaving school without an upper secondary school certificate. Group-specific comparisons reveal differences not only between young people with and without an immigrant background, but also along dimensions such as family country of origin, migrant generation and gender. It is hypothesised that variables capturing class composition will have a significant impact on the likelihood of pursuing different educational pathways, and that the magnitude of these composition effects will vary among different groups. Ultimately, the empirical findings presented in this paper contribute to a better understanding of the complex interplay between individual and class-level variables that shape the educational trajectories of immigrant youth after lower secondary education. The results of this study also emphasise the importance of targeted policies and practices reflecting the diverse backgrounds, needs and challenges of immigrant youth in a highly stratified education system.

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University Teachers as Agents of Inclusive Education in Kazakhstan

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Inclusivity is essential for building a fair society that offers equal rights and opportunities to all individuals, including those with special needs. It unites institutions on an international level, such as the United Nations and UNESCO which state that inclusive education should be prioritized. Regarding these global perspectives, Kazakhstan encounters institutional and social problems that limit its ability to introduce inclusive education at a desirable level. The university teachers are involved in this process as well, but their level of knowledge, preparedness, and support from the administration is not explored. Our research seeks to understand the systemic and social barriers to equity in higher education institutions in Kazakhstan through the lens of university teachers. The theoretical framework is grounded in the principles of inclusivity and the critical role educators play in adopting inclusive practices. This study utilizes a quantitative research design through an online survey targeting university teachers across Kazakhstan (N=308). The survey assessed participants' understanding of inclusive education, their attitudes toward its implementation, and the level of administrative support they receive. Descriptive statistics summarized general trends in awareness and readiness. Pearson correlation analyses explored relationships between variables such as teaching experience, prior training in inclusive education, and readiness to implement inclusive practices. One-way ANOVA tests identified significant differences in perceptions based on demographic factors like age, academic discipline, and regional location.

Preliminary findings indicate that university teachers in Kazakhstan generally understand inclusive education and hold positive attitudes toward its necessity. They express a willingness to receive additional training in inclusive methods. However, they perceive only moderate support from university administrations, suggesting a barrier to effective implementation. To successfully integrate inclusive education practices in Kazakhstani universities, it is crucial to enhance administrative support and offer specialized training programs for teachers.

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Resource Stratification and Income Segregation in Brazilian and Chilean Universities

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Higher education institutions specialising in different types of training, disciplines, and study modes (i.e., with diverse missions) are believed to improve the system's effectiveness while expanding it into more diverse student populations (van Vught, 2008). To achieve this, market coordination mechanisms, like the financial and managerial autonomy of public universities and the entrance of new private providers, have been encouraged (Broucker & De Wit, 2015; Teixeira et al., 2013). However, increasing international evidence suggests that the cumulative advantages of wealthy universities in the market competition increasingly concentrate resources at the top, reinforcing the financial stratification of higher education (Carpentier, 2021; Davies & Zarifa, 2012). This inequality is likely to profit high-income students, who leverage their advantages to secure access to well-funded institutions that offer increased services and more valuable credentials (Hamilton & Nielsen, 2021; Lucas, 2001; Taylor & Cantwell, 2019).

This study advances the exploration and measurement of stratification and socioeconomic segregation across universities in two Latin American countries: Brazil and Chile. These two countries differ significantly regarding public universities' governance and funding mechanisms. However, both have experienced a growing participation of new private universities and have implemented large-scale inclusion policies in recent decades. Analysing institutional stratification and segregation in these countries provides insights into the equity implications of different approaches to expanding university access in Latin American countries.

Following recent cross-country comparisons of higher education systems, I approach stratification through the inequality of expenditures across institutions, referred to as the financial dimension of stratification (Czarnecki & Sauer, 2024; Davies & Zarifa, 2012). I use this framework to compare stratification through common income inequality measurements like the Lorenz curve and the Gini index. Similarly, I approached socioeconomic segregation as the unequal distribution of students from different socioeconomic backgrounds (household income) across institutions. In addition to the Dissimilarity Index and the Information Theory Segregation Index, I use segregation plots to visually display the uneven socioeconomic composition of universities (Elbers & Gruijters, 2024). Finally, the study examines the link between the proportion of high-income students and the resources of universities in both countries.

The results show greater institutional stratification in Brazil (Gini index of 0.35) compared to Chile (Gini index of 0.28), mainly due to a more pronounced public-private divide in the former. Inequality between the public and private sectors accounts for 36% of expenditure inequality in Brazil, decreasing to 11% in Chile. Nonetheless, within-sector inequality is similar across countries. Thus, despite having different funding regimes, the tuition-free public model in Brazil mirrors the resource disparities in the tuition-based public system in Chile (Gini indices around 0.26-0.28).

On the other hand, Chile shows significantly higher segregation levels. The Dissimilarity index for high-income students is 0.42 in Chile, compared to 0.27 in Brazil. Segregation is similar between public and private universities in Brazil, whereas private universities are more segregated in Chile.

These patterns result in both countries concentrating resources on universities with a higher predominance of high-income students, leading to more significant socioeconomic gaps in Chile. For every dollar potentially benefiting low- to middle-income students in Chile, highincome students receive 1.7 dollars, compared to 1.3 dollars in Brazil, with similar results across sectors. Disparities within the public sector largely stem from the research intensity (measured by the number of publications and PhD enrolments) of public universities

accessed by students from different socioeconomic backgrounds in Chile and Brazil. Conversely, the research activity in the private sector does not contribute to explaining the resource disparities between universities with different socioeconomic compositions.

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Inclusive Education for Students with Disabilities in Vietnam: Policy Discourse and Pedagogical Practices

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This study examines inclusive education for students with disabilities (SWD) within Vietnam's mainstream schools, in a context of legislative progress and international commitments. Since passing the Law on Persons with Disabilities in 2010 and adopting the United Nations Convention on the Rights of Persons with Disabilities in 2014, Vietnam has established a supportive legal framework to foster educational inclusivity. Despite the increase in educational access for SWD, statistics show that the gross enrollment rate for these students lags significantly behind that of their non-disabled peers (GSO, 2018), and half of children with severe disabilities remain unenrolled in schools (MOET, 2017). Furthermore, the increasingly high enrollment rates among children with disabilities do not necessarily translate into equal educational opportunities (Young Lives, 2015) and mere school attendance fails to capture the full picture of the educational quality received by these students (GSO, 2018). These indicators imply systemic barriers to educational accessibility and quality for SWD.

The primary aim of this research is to explore the mismatch between inclusive education policies and their practical application in Vietnamese mainstream schools. Specifically, it seeks to understand the official discourse on inclusive education on the top-down level and how teachers perceive and manage the needs of SWD in inclusive settings on the ground. The study is anchored in Atkinson's (1998) social exclusion framework, later refined by Tarabini (2019) into a tripartite approach, forming social-relational, processual, and subjective dimensions. This theoretical foundation provides a lens through which to examine educational exclusion as a dynamic social construct shaped by systemic inequalities and institutional practices, rather than merely an individual issue. This perspective emphasizes how schools can inadvertently function as agents of marginalization rather than inclusion, where structures such as admission criteria, assessment standards, and prevailing perceptions of student ability contribute to unequal learning opportunities (Tarabini, 2019; Mowat, 2015). By situating educational exclusion within this framework, the study seeks to uncover how institutionalized practices (Evans, 1998; Kabeer, 2000) contribute to or hinder genuine inclusion for SWD.

To investigate these dynamics, the study employs a qualitative case study design (Creswell, 2013), collecting data from twenty-five teachers in lower- and upper-secondary schools in Vietnam through interviews, supplemented by policy document analysis. Snowball sampling

was utilized (Robson & McCartan, 2016), allowing initial teacher interviewees to recommend subsequent participants. This approach not only increased the sample size but also facilitated an environment conducive to open sharing of the teachers' insights and experiences within their school settings. Data analysis was conducted concurrently with data collection (Merriam & Tisdell, 2015), employing memo writing and thematic coding techniques (Robson & McCartan, 2016) to identify and organize emergent themes systematically.

Findings reveal that while Vietnam's inclusive education policies reflect a strong commitment to inclusion, a significant disconnect exists between policy discourse and actual school practices, and educational equality tends to focus on access rather than quality. Teachers report that although inclusive students are present in classrooms, many face inadequate support and engagement, leading to an incomplete educational experience. Various barriers – ranging from institutional limitations to perceptual biases – affect teachers' ability to implement inclusive practices effectively, and consequently reinforce educational exclusion, creating a gap between the policy ideals of inclusive education and the everyday classroom reality. This research highlights how systemic factors continue to marginalize SWD, even in inclusive settings.

The findings indicate that a focus on the quality of the learning experience, rather than only on enrollment numbers, is essential for achieving true inclusivity. It is imperative to eliminate existing barriers to ensure that the education system provides equitable opportunities for all students, particularly those with disabilities.

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Impact of reduced individual learning objectives and accommodations on post compulsory educational trajectories

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In recent years, there has been a shift towards inclusive education, leading to an increase in integrative school measures in mainstream classes. The long-term impact on postcompulsory educational trajectories of these measures remains largely unexplored.

This study investigates how two integrative school measures in lower secondary education - reduced individual learning objectives (RILO) and accommodations (AC) - influence students' transitions to upper secondary education. The transition from lower to upper secondary education represents a crucial milestone that significantly influences students'

future career prospects and life trajectories. In addition to performance- and aptitude-related characteristics, ascriptive characteristics such as gender, natio-ethno-cultural and social origin and school tracking exert a significant influence on the transition process (Blossfeld 1985; Glauser 2015). Drawing on labeling, stigmatization, and social cognitive career theories (Fox and Stinnett 1996; Imdorf 2007; Lent et al. 1994; Spence 1973), we examine whether integrative school measures affect the level of the academic demand of their upper secondary education and contribute to critical transitions (delayed entry, changes in education programs, and apprenticeship contract terminations; Stalder 2012).

The study utilizes data from the Bernese Longitudinal Study on Integrative School Measures (BELIMA), focusing on waves from lower secondary education (2018) and upper secondary education (2022). The sample comprised 2297 students, including 85 with RILO and 77 with AC. Regression analyses and propensity score matching was used to examine comparable participants (in terms of achievement, aptitude, and ascriptive characteristics) with and without RILO/AC in lower secondary education. Results showed that students with RILO were significantly more likely to enter educational programs with lower academic demands throughout all three years of upper secondary education (Year 1: OR=0.22, p<.001; Year 2: OR=0.29, p<.001; Year 3: OR=0.27, p<.001). Students with AC attended educational programs with lower academic demands only in their first year (OR=0.49, p=.001), with no significant differences in subsequent years. Contrary to expectations, neither RILO nor AC significantly affected critical transitions such as delayed entry, changes in educational programs, or apprenticeship contract terminations.

The findings suggest that integrative measures, particularly RILO, may have unintended consequences on educational trajectories even when controlling for academic performance and other relevant factors. While they aim to support students with specific needs, RILO appears to channel students into educational paths with lower academic demands, potentially limiting their future opportunities. This raises concerns about whether such measures effectively promote educational equity or inadvertently reinforce educational inequalities. The results highlight the need to critically examine and potentially revise these support measures to ensure they empower rather than constrain students' educational opportunities.

Exploring Educational Pathways to Political Interest: A Cross-National Analysis of Germany and Switzerland

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Background: Political participation and interest are crucial for the stability of democratic systems (Van Deth & Elff, 2004; Hadjar & Becker, 2006). However, there are concerns about the inclusiveness of these systems given the growing political inequalities already evident among young people (Wessels, 2021). Education plays a crucial role in political socialisation, but the stratified nature the institutional systems often results in unequal opportunities. Political involvement requires key competencies such as interest and selfefficacy (Verba et al., 1995; Persson, 2013), which are unevenly distributed across educational backgrounds. Schools, as key sites of political socialisation, can play different roles depending on the educational pathways (Van de Werfhorst, 2014).

Purpose and Theory: This study examines how political interest is stratified by educational trajectories in Germany and Switzerland, which differ in their political systems (representative vs. direct democracy) and education systems (different degrees of stratification). It investigates how these trajectories shape political interest and self-efficacy, focusing on the transition from lower to upper secondary education. Drawing on human capital theory

(Becker, 1993; Mincer, 1974), the study hypothesises that longer, general education pathways foster greater political competencies, leading to higher political interest. It contributes to research on diversity in political socialisation, addressing how institutional and educational stratification affects (political) inequalities.

The first research question asks how political interest is stratified by educational background, specifically the type and level of educational capital accumulated. The second question compares political interest and self-efficacy in Germany and Switzerland to explore systemspecific stratifications. It is assumed that Switzerland's direct democracy and broader representation of non-academics in parliament lead to higher and less stratified political interest and self-efficacy compared to Germany (Hadjar & Schlapbach, 2009).

Design and Methods: Data are drawn from the DAB panel study (Determinants of Educational Choice and Vocational Training Opportunities) and the National Education Panel Study Starting Cohort 3 (NEPS-SC3), focusing on young adults aged 18–20. Both datasets allow for detailed analysis of educational pathways during the transition from lower to upper secondary education.

Descriptive statistics are used to examine political interest by educational background in both countries. Ordinal logistic regression models are used to calculate average marginal effects (AMEs), examining the influence of educational pathways on political interest and self-efficacy. The study focuses on understanding how different forms of educational capital, such as general vs. vocational training, influence political socialization processes and outcomes, and how these effects differ between Germany and Switzerland.

Results: Preliminary findings indicate a significant stratification of political interest by educational background in both countries. In Germany, there are strong differences at lower secondary level, where students in general education show higher political interest than those in vocational education. At upper secondary level, the gap between general and vocational education becomes more pronounced. In Switzerland, there are differences in political interest between dual vocational training and school-based education, although the stratification is less pronounced than in Germany. The Swiss political system, which offers more opportunities for direct participation, also correlates with higher political self-efficacy and less pronounced stratification of political interest.

Conclusions: This study sheds light on the intersection of diversity, inequality, and political socialisation by exploring how educational pathways shape political interest and self-efficacy in Germany and Switzerland. It underlines the need to consider educational diversity when addressing political inequalities, highlighting the role of institutional contexts in shaping young adults' civic engagement. To address inequalities in political interest, it is crucial to understand how stratification within education systems impacts political socialisation. The findings contribute to debates on promoting inclusion and addressing challenges related to diversity, highlighting the need for education systems that support equal opportunities for civic engagement across social groups.

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Exploring Constructions of Difference in a Swiss Primary Classroom

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While various educational studies address the interactive construction and handling of differences in school contexts at kindergarten or secondary level (cf. e.g. Biffi et al. 2006; Kampshoff 2013), there is, in comparison to the German context, little research in Switzerland on how differences are created in their interwoven nature in the everyday school life of a elementary school classes and to what extent these differences lead to specific privileges and disadvantages. The study titled "Schule macht Schüler*innen. Eine Untersuchung von Differenzkonstruktionen im Primarschulalltag" (Mekacher, 2024), which forms the basis for this contribution, sheds light on *doing-difference* processes and the associated (re-)production of social orders and inequalities in educational practices.

Especially because questions of difference constructions have been of strong interest in educational research for nearly thirty years, one might reasonably ask what is novel about another study that aims to reconstruct constructions of difference in everyday school life. As a 'novelty', it can be noted that this study uses the method of ethnography to investigate elementary school classes in the so-called "Zyklus 1" in Switzerland, which is attended by children around the ages of six to eight. The analysis does not just focus on individual categories of difference. Instead, the study attempts to capture the heterogeneous lines of difference from an intersectional perspective in order to make statements about their interconnections. Accordingly, the study focuses both theoretically and empirically on the question of how differences are highlighted and (re-)produced in elementary school practices and to what extent these are linked to discrimination and stigmatization.

The genesis of the concept of difference in the social sciences is recapitulated and its reception in educational science is assured. Particular attention is paid to the approaches of "doing gender" (West & Zimmermann, 1987) and "doing difference" (Fenstermaker & West, 1995). In illustrating both the strengths and the challenges of these approaches, the intersectionality approach is discussed in depth and the de-constructivist perspective of difference is outlined. Following the presentation of heterogeneous ways of dealing with difference and inequality in educational contexts, there is a comprehensive review of the current state of research regarding the study's research question, which also addresses the research gap: the intersectional perspective on constructions of difference in Swiss primary school classes.

Numerous educational and social science studies have shown that ethnography is an adequate research method and grounded theory methodology an equally suitable method of

analysis for addressing such a perspective question. As a result, these methods were used in the data collection, processing, and analysis that began in February 2022 and continued through June 2022.

To illustrate the main findings of the study, the contribution highlights a case centered around the student Max, and the verbal and physical interactions between him and his teachers and peers.

Through references to different roles and forms of approach, the interconnections of heterogeneous lines of difference regarding generation, class, ethnicity and gender are examined. With an intersectional perspective on the empirical material and theoretical positions, such as those of Bennewitz (2015), demonstrate what significance stigmatizations—such as the labeling of a student as a 'deviant'—can have in peer relationships and educational environments.

The contribution offers important findings and makes several connections within the large field of international and intersectionally oriented research on differences in educational spaces structured by power, generational relations, and performance expectations.

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Multifactorial Discrimination and Its Impact on Student Mental Health and Well-Being

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Background: Students face numerous challenges, including the lingering effects of the COVID-19 pandemic and economic pressures such as inflation. Among these challenges, mental health issues are a significant concern within higher education. According to the EUROSTUDENT 8 survey, every tenth student reported that mental health problems have a limiting effect on their studies. In addition, discrimination represents a significant yet often overlooked obstacle. Findings from the EUROSTUDENT 8 survey highlight that discrimination experiences affect students across Europe (Hauschildt, 2024). Discrimination, is particularly concerning when multiple identity factors intersect, creating multifactorial discrimination. Studies show that discrimination experiences are linked to increased symptoms of depression and anxiety (Volpert-Esmond et al., 2023; Daftary et al., 2020; Reid Marks et al., 2020; Franco et al., 2021). Discrimination-related stress has been found to disproportionately affect racial and ethnic minority students and is associated with heightened anxiety and depressive symptoms across all groups (Bravo et al., 2023).

Purpose: This study explores the impact of multifactorial discrimination on students' mental health and well-being, examining whether social support moderates its negative effects. Research shows that discrimination reduces resiliency, worsening mental health (Daftary et al., 2020; Morton et al., 2023). Peer support may buffer these effects, yet evidence on its protective role in multifactorial discrimination is limited (Robles et al., 2024). **Methods:** In order to shed light on this, multiple regression analysis is conducted using the microdata

from the EUROSTUDENT 8 survey. The data collection of the EUROSTUDENT 8 project was conducted mostly between spring and summer 2022. More than 15 European countries contributed data for this specific topical module, providing a robust dataset for analysis using multiple regression techniques (Menz & Mandl, 2024). **Results:** In our presentation we will provide insights into the cumulative effects of multifactorial discrimination on mental health and happiness.

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Building Resilient Academia: Organizational Shields Against Abusive Supervision in Doctoral Education

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The hierarchical structure of doctoral education in Germany, where candidates depend heavily on a single supervisor for mentorship, employment, and evaluation, creates a fertile ground for abuse and discourages reporting (Majev et al., 2021). The lack of comprehensive data exacerbates the challenge of addressing these issues, despite growing acknowledgment and policy measures (see, e.g., Funke & Huber, 2024; Landesregierung Nordrhein-Westfalen, 2023, 2024; Wiarda, 2023). The topic remains underexplored especially in socio-economic literature, wanting for good quantitative research.

In academia, malpractices are often accepted because "demonstrations of power are seen as reasonable and warranted if an individual is to succeed", which Hodgins, Kane, Itzkovich, and Fahie (2024) accurately cite from Berquist, St-Pierre, and Holmes (2017, 116). From a human capital perspective, I investigate whether these practices that some describe as exploitative are, in fact, necessary for weeding out less committed candidates and prepare for the academic career, or whether they drive high-ability individuals away, creating not only a moral but an efficiency problem. I focus on abusive leadership that is defined as experiencing workplace harassment by a supervisor. Abusive leadership (or abuse of power,

in broader terms) is a distinctive, hierarchical form of malpractice at the workplace that doctoral education in Germany is highly susceptible to, because numerous dependencies are centered on a sole individual (see, e.g., Hochschulrektorenkonferenz, 2024; Verdi, 2023).

My study uses data from the National Academics Panel Study, a multi-cohort panel survey of doctoral students in Germany (Briedis, Hoffstätter, & Schwabe, 2023). The data is drawn from the three cohorts, surveyed between spring 2018 to 2025. Participants are doctoral candidates registered at various German universities. Data collection included questions on conflicts, bullying, and sexual harassment during doctoral studies. I am employing a rolling method for staggered difference-in-differences as proposed by Deb, Norton, Wooldridge, and Zabel (2024) to estimate a causal relation between abusive supervision and drop out intention. Abusive supervision is measured as experiencing conflicts, bullying, or sexual harassment by a supervisor. I am using drop out intention because of a low participation rate of actual dropouts, a traditional shortcoming of literature regarding the topic (Sarcletti & Vietgen, 2024). Nonetheless, dropout intentions are believed to be a strong predictor of actual drop out. I further intend to differentiate the effect by level of ability of the doctoral candidates. The data is not yet fully available, as one survey in 2025 is yet to come.

So far, there are significant mean differences in prevalence of experiencing conflict, sexual harassment, and bullying by gender and migration background, where women and international doctoral candidates are affected more. There is a sufficient correlation between intention and actually dropping out. Results point at a significant causal relation between experiencing abusive leadership practices by a supervisor and stronger intention to drop out. The effect differs by ability, measured currently as the final grade of the university degree that entitled the take up the doctorate. A clear direction cannot be derived yet and also has to be validated with other ability measures.

The early evidence suggests a significant causal relationship between abusive supervision and increased dropout intentions, probably varying by candidate ability. Depending on the direction of the interplay of abusive leadership and drop out intention with ability, addressing abusive supervision could either reduce inefficiencies by retaining high-ability individuals who might otherwise leave academia due to adverse conditions. Otherwise, it might engender a discussion about how to balance moral integrity in mentorship and institutional productivity. As marginalized groups are those most severely affected, policy makers need to be aware of their vulnerability to malpractices when trying to achieve an inclusive workplace in higher education institutions.

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Diversity-Sensitive Action in Daycare Centers and Open All-Day Elementary Schools - First Insights Into a Recently Launched Transfer Project

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Educational statistics (German educational report, 2024), research findings (e.g. Lengyel & Braband, 2022) and practical advice (e.g. Wagner, 2022) on the relevance of diversity in (early) childhood education clearly show that the age cohort of 0 to 10-year-olds in Germany is becoming increasingly diverse. In practice, this means that a relatively homogeneous group of professionals encounters children from a wide variety of backgrounds - be it in terms of country of origin, religious and cultural affiliation, socio-economic status, family forms and cultures or physical and mental constitution. In addition, professionals encounter very different parenting ideas and styles among parents (e.g. Betz et al., 2019). To achieve

the (normative) ideal that all children, families and also professionals participate in child and youth welfare facilities in a self-determined, comprehensive and equal manner, the existing diversity has to be recognized and taken seriously. This requires specialist knowledge as well as observation and reflection skills in order to recognize stereotypes and prejudices, but also one's own (subtle) exclusion and discrimination.

The project on diversity-sensitive action in daycare centers and open all-day elementary schools, which was launched in February 2024, addresses this challenge and aims to develop and test an empirically based training concept that is intended to meet the challenges mentioned in a constructive manner and contribute to equal opportunities in (early) childhood education based on what professionals tell about their wishes and needs. The project is based in the area of activity of a social welfare organization in Germany. To date, there has been no systematic investigation into the relevance of diversity in everyday education and childcare in this area. The mentioned project aims to close this gap by developing perspectives on diversity and diversity-sensitive action in the context of group discussions with professionals and, in addition, by looking at how diversity is dealt with in the field through participant observation in daycare centers and open all-day elementary schools. On the basis of a round table/world café with the professionals, a training course to create space for reflection on one's own everyday actions shall be designed, evaluated and later on multiplied.

In an oral presentation the outline and first results from the qualitative-ethnographic prestudy shall be presented and discussed along the following questions in a complementary/contrasting manner: What do actors in daycare centers and open all-day elementary schools understand by diversity and diversity-sensitive action? How do they currently deal with diversity? Where is there a need for action? The aim of this oral presentation is to give first insights into an ongoing transfer project and - as far as possible - to create a thematically focused exchange platform on diversity and diversity-sensitive action in (early) childhood education that will support both the further implementation of the project and other projects in the same field of study.

Gender Diversity in Schools: Swiss Trainee Teachers Know More About Transgender Topics but Think More Positively About Intersex People

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Background. Social discrimination against transgender (trans) and intersex people represents a serious problem in society. Both groups are at risk of experiencing stigmatisation, hate speech, and physical violence, which leads to psychological distress. Schools can be particularly hostile environments for trans and intersex young people. Creating safe and inclusive school environments and fostering positive attitudes through education are important steps in addressing harmful discrimination against these groups.

Purpose and Theory. The present study investigated Swiss trainee teachers' (1) knowledge and (2) affective, behavioural, and cognitive (ABC) attitudes, and (3) predictors of these attitudes towards trans and intersex people. Participants' training and teaching practices with gender diversity topics and perception of institutional policies were also assessed.

Design and Methods. Using a between-subjects design, 316 participants were randomly assigned to complete an online survey with equivalent items about either trans or intersex topics between November 2022 and January 2023. Correlations and differences between conditions in such measures of self-reported and factual knowledge, affective, behavioral, and cognitive attitude are reported. Demographic variables (gender, sexual orientation, and religiosity) and psychosocial variables (gender binary beliefs, need for cognitive closure, and

interpersonal contact) were included as predictors of affective, behavioral, and cognitive attitudes in regression analyses.

Results. Several measures showed that trainee teachers knew more about trans topics than intersex topics. Overall, trainee teachers held positive attitudes towards both groups, but cognitive attitudes were significantly more positive towards intersex people than trans people. Hierarchical regression analyses found that gender binary beliefs best predicted negative attitudes towards both groups. Trainee teachers considered trans and intersex topics relevant but reported little experience or training relevant to discussing these topics in the classroom.

Conclusions. The findings highlight the importance of providing teachers with up-to-date guidance on gender diversity issues for their sex education practice. Interventions challenging gender binary beliefs need to be implemented both in teacher training programmes and in the classroom.

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Rethinking Concepts and Measurement of Educational Tracking: An Advanced Framework for Cross-National Research on Inequality

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Educational tracking is one of the most frequently studied topics in inequality research. With the availability of large-scale assessment data, tracking research has expanded from country-specific studies to international comparisons, which provided significant contributions to research on educational inequalities across countries. Despite these gradual advancements over the past 70 years, ambiguities in empirical findings on how tracking affects educational outcomes persist until today. These inconsistencies are partly due to a lack of consent on how tracking is conceived, defined, and measured across countries and studies. For instance, many studies continue to rely on single-item indicators or neglect to study tracking effects beyond the dichotomy of tracking between schools versus comprehensive systems. Such approaches overlook essential aspects of tracking that might lead to an incomplete theoretical and empirical assessment of the impact of tracking on educational inequality.

This work builds on key contributions in the field of tracking research and proposes a unified framework to address previous gaps in tracking conceptions. By outlining essential directions for defining and measuring tracking, particularly (but not exclusively) for studies using large-scale cross-national datasets, the aim is to provide guidance on how (international) research on tracking effects can be improved.

The proposed framework offers two main contributions. First, it disentangles the different levels at which tracking occurs, namely the macro- and meso-level dimensions of tracking. At the macro level, tracking is defined by institutional features such as the scope of selection (between schools, within schools, or classes), the timing of selection, and the systems' permeability (the opportunities to move between tracks). These features enable the classification of systems along a continuum from strongly to weakly tracked, thereby allowing for a more encompassing view regarding an overall tracking degree. Moreover, the more concrete implementation of tracking manifests at the meso level, that is, in schools and

classrooms. Components include the actual track level students are sorted in (e.g., schools, streams, or classes) and the way how curriculum differentiation is implemented (e.g., more permeant academic/vocational streaming or more flexible ability-based grouping). This distinction draws attention to the occurrence of tracking at different levels that should be included in the analysis of tracking in comparative research.

Second, the framework emphasizes that inherent tracking characteristics must be distinguished from their consequences, which studies often conflate. Emphasis is put on meso-level consequences that include, for instance, the formation of differential learning environments (e.g., peer compositions, instructional quality, teacher effects, and the distribution of resources), the feedback function of tracks (i.e., signaling effects), and the long-term educational and occupational opportunities associated with track attendance. By isolating tracking characteristics from their consequences in schools and classes, the framework enables researchers to formulate more precise tracking mechanisms. Additionally, it should facilitate to better analyse how such meso-level tracking mechanisms vary with the degree of tracking or whether they exhibit distinct cross-country effects respectively.

Using data from PISA and CILS4EU, this study illustrates how the framework can be applied in cross-national research to investigate educational inequalities. Examples are drawn from the areas of achievement, educational expectations, and their realization, with a focus on disparities between minority and majority students. These empirical analyses provide the usefulness of the proposed theoretical framework by additionally showing that tracking mechanisms also depend on which educational outcome is studied.

The potential of inclusion in selective education systems: Opportunities for an inclusion-oriented approach to diversity from the perspective of vocational education and training

Pool Maag, Silvia[1] & Nicole Kimmelmann[2]

responded to the requirements with transition systems, adapted training formats and differentiated measures. Nevertheless, educational disadvantages and homogenization efforts along various diversity dimensions persist in selective education systems (Granato, 2016; Miesera et. al, 2022; Scherr, 2022). The findings shed a critical light on the status of the development of inclusive education systems in the DACH countries. Apparently, the "regulative idea of inclusion" (Buchmann 2020, p. 146) is still not sufficiently effective in dealing with diversity.

Compared to analyses at the macro level, measures for the institutional anchoring of teacher training geared towards inclusion and diversity are discussed significantly less frequently (e.g. Bach, Schmidt & Schaub 2016). It is assumed that existing concepts for dealing with diversity should be strengthened by aligning them with a broad, intersectional understanding of inclusion so that school leaders, teachers and specialists can contribute to inclusion orientation. A starting point for institutional and professional empowerment is seen in the connection of the two concepts of perceiving diversity and using it for situations of organizational development as well as for teaching/learning situations and reflecting on these practices in terms of inclusion (Kimmelmann & Pool Maag 2024; Rützel, 2013). Based on an interdisciplinary approach to the concepts of inclusion and diversity, this article

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Migration and inclusion have been influencing vocational education and training in the DACH countries (Germany, Austria and Switzerland) for some time. Above all, the programmatic claim of inclusion (Euler & Severin, 2020) presents the countries with social and institutional challenges in dealing with diversity. Analyses show that national education systems have

examines the resulting competence requirements for an inclusion-oriented handling of diversity for teaching and management staff at vocational schools. The focus of the contribution is on the regulatory potential attributed to inclusion.

The research method used is a qualitative literature analysis (Flick, Kardorff & Steinke, 2019). This involved interdisciplinary research of theories, concepts and approaches to inclusion and diversity in German-speaking countries. The data is based on economic, vocational training, educational and social science approaches. The data material was condensed using content analysis and structured and compared along (meta-)theories, concepts and approaches analogous to the multi-level analysis (Pilz, 2017), in order to sharpen the inclusion-oriented understanding of how to deal with diversity. This was used as a basis for researching and selecting competence models that also describe inclusionoriented approaches to dealing with diversity in general and in VET contexts (e.g. Bach, 2018; Filipiak, 2020; Hanappi-Egger & Hofmann, 2012; Holzinger et al., 2019; Vock & Gronostai, 2017). The selection was based on the criteria of topicality of the publications (since 2010), consistency of the studies and national and transnational relevance. Based on the three core areas of attitude, skills and knowledge, the approaches identified in the competency models were categorized inductively using content analysis (Mayring 2010). The results represent competence requirements for the inclusion-oriented handling of diversity in three areas with relevance across educational levels. It is shown how, based on this, a merger of inclusion and diversity-related teacher training can be considered. The increased demands on management and (vocational) education staff to prepare learners sustainably for a professional world affected by crises require openness and flexibility. Aiming for inclusive, equitable and high-quality (vocational) education and training is a good approach to overcoming the challenges in the DACH countries. There is an opportunity for the potential and resources of learners, but also of teachers and specialists, as well as institutional resources, to be better recognized and utilized.

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Protest Movement, Walking, Running and Narrative Prosthesis - Im-Mobilities at the Nexus of Zombies and Disabilities

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Theoretical Background

Using the notion of walking as both a physical marker of ability and form of expression of public dis-concern as well as mode of fleeing but also representation, this paper explores disability at the nexus with the zombiesque. The perspective applied moves beyond mere question of representation of disability and disablement in the Zombie-genre but also sheds light on potentially not so dystopian disruptions in times of shifts of critical societal world order, educational opportunities and institutional barriers.

Media presentation and representation of people with disabilities have changed over time - from no show to freak show to regulated screen time (e.g. special olympics), to human zoo vs. participatory biographical documents via cries for donations using the most tragic depictions of support needs as opposed to success stories. What remains the same is that a person with disability acting as average member of society is still far out of sight ("Breaking Bad" serving as one of the few examples, where Walt JR - by the way portrayed by an actor who actually has that disability - plays a side character in a - let's call it a - dysfunctional family). People with disabilities are either portrayed as tragic victims of their conditions, villains or high achievers, who - despite all odds - reach seemingly unreachable goals. The latter is usually referred to as "inspiration porn", serving as tool for non-disabled people to feel gratified in their non-disabledness: "Puh, luckily I do not have to feel bad for that disabled person because he/she made it despite being disabled". Stereotypes of disability typologies are being reproduced, roles of people with disabilities are being manifested.

Data and analyses

Setting off from inclusion's early beginnings as a grass-roots movement, this presentation uses dystopian imagery, video sequence (Black summer) and text (Austen and GrahamSmith 2009) as data and apply media analyses (Mikos 2013 and Schönwiese 2005) to shed light on emerging topics at the intersection of disability and crises.

Against the backdrop of 'narrative prosthesis' (McDaniel 2016), we will examine the ways in which the Zombie might also be understood in the context of contemporary settings. Thus far, the Zombie has been associated with the fear of contagion and the loss of status. However, it also serves to shift public discourse through the medium of the media. In artistic representations of zombies, the issue of the body is once again brought to the fore (Kimber 2013). While success stories are told on the human side, it is the bodily (re-)materialisation and embodied knowledges on the more-than-human side that resist rationalisations and might be considered avant-garde (Stabler 2024).

Purpose and Findings

Rather than framing inclusive education as the first "infected place" by "others," a somewhat revealing perspective and recipe for disaster, framing education as a provider of avant-garde

knowledge and communication skills beyond victimisation and a place of engagement with alien people secures future status and safety.

Analysis points to precursors of what is to come beyond polycrises and how missed learning opportunities now will affect inclusion in the future. What better to help us understand the end of the world than Zombies? Nothing. Right, so let's go… or better run?! *Bibliography*

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Strengthening Multiprofessional Cooperation to Support Pupils With Heterogeneous Needs – Design Potential for Actor Constellations Between School and Non-school Actors in Vocational Orientation

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The transition from school to vocational training poses challenges for pupils that arise from the transformation of occupational fields and the increasing differentiation of qualification requirements (Mittermüller, 2020; Pool Maag, 2008). This makes the transition to vocational training more difficult and uncertain, especially for vulnerable pupils (Friese, 2020). Supporting these pupils in their vocational orientation is increasingly becoming a central issue, as various programmes at the federal and state level in Germany show (e.g., BMBF et al., 2021). To cope with the growing range of tasks associated with this in everyday school life, schools are using multiprofessional cooperation between school and non-school actors to create offers for vocational orientation. In this context school principals see their schools as "local actors" (Fichtner et al., 2022), with multiprofessional competence teams contributing new ideas and helping to shape school development through a shared understanding of education in order to support heterogeneous pupils.

In this context multiprofessional cooperation is becoming a key task. The framework conditions at the *school organisational level* must be adapted to establish teams. At the same time the actor constellations must be composed from actors *(teachers, school social workers, pedagogical staff, etc.) as promoters* (Niermann, P. F.-J. & Palmas, F., 2017; Witte, E., 1973) with different competences, professions and counselling approaches (Altrichter et al., 2007; Brüsemeister, 2020; Hochfeld & Rothland, 2022; Richter & Pant, 2016; Speck et al., 2011).

In this context, the research is guided by two questions:

1.   Which organisational units and task priorities have been established at the school organisational *level* for multiprofessional cooperation in the context of vocational orientation?

2.   What challenges arise in actor constellations consisting of school and non-school actors as promoters when designing vocational orientation?

For the contribution, two contrasting case studies (Case Study A: Vocational school in North Rhine-Westphalia; case study B: Secondary school in Lower Saxony) are compared and subjected to an organisational analysis (Preisendörfer, 2011). For the contribution, two contrasting qualitative case studies (Case Study A: Vocational school in North

RhineWestphalia; case study B: Secondary school in Lower Saxony) are compared and subjected to an organisational analysis (Preisendörfer, 2011). The data of case study A are based on guided expert interviews at a vocational school with school actors (n=7; 8 persons) and external cooperation partners (n=3; 4 persons) as well as data from a student survey (n=129). The data of case study B are based on guided expert interviews at a secondary school with school actors (n=6), non-school actors (n=4). The interview data are analysed using qualitative content analysis (Mayring, 2015; Kuckartz & Rädiker, 2022).

Under consideration of theoretical approaches to educational governance and organisational sociology (Maag Merki & Altrichter, 2015; Kussau & Brüsemeister, 2007) the casecomparative analysis *firstly* shows that both schools, as complex systems, have organisational structures and elements that are geared towards the design of vocational orientation (*school organisational level*). These differ due to specific structural characteristics and diverse challenges in order to their heterogeneous pupils, e.g. characterised by immigration or vulnerability. At the same time, the existing organisational structure is fundamental to the potential for shaping a multiprofessional cooperation culture at eye level in actor constellations. Regardless of the type of school, such a culture of cooperation can only be achieved if the roles of actors involved are clear and transparency, thus actors can fulfil their role as promoters of vocational orientation. *Secondly,* implications for successful multiprofessional cooperation in the context of vocational orientation are identified, which, in the sense of a cross-school transfer, open up design potential of actor constellations with diverse professions for other schools and thus strengthen "learning from each other".

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Unleashing Opportunities? - Applied Universities and Income Mobility in Austria

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Motivation & Research Question

Higher education has expanded substantially over the last decades, which has reduced absolute inequalities in access (Shavit et al. 2007). However, existing research indicates that inequalities between students of different socio-economic status (SES) have persisted or even increased (e.g. Boliver, 2011). Thus, one of the main questions occupying educational inequality researchers is to what extent the dynamics of differentiation and stratification of higher education systems have contributed to the observed socio-economic gradients in educational and labour market outcomes (Reimer & Jacob, 2011; Shavit et al., 2007).

Existing research shows that sorting by SES exists in binary systems, such as in Austria, where students can choose between the more prestigious academic track and vocational higher education (e.g. Blossfeld et al., 2015). Looking at inequalities in access is, however, only part of the story: If Universities of Applied Sciences (UAS) are a better route to higher earnings for students from less priviledged strata than traditional universities, selection into these institutions may actually spur intergenerational mobility in terms of income. In this paper we test whether this is actually the case. We apply a fuzzy Regression Discontinuity Design (RDD) which exploits regional variation in UAS openings in the 1990s to Austrian register data to provide – to the best of our knowledge – the first causal evidence on whether UAS contribute to income mobility. **Theory and expectations**

Two mechanisms underly the overall relationship between income mobility and the introduction of UAS. First, we expect UAS to contribute to income mobility if they facilitate access to tertiary education for low SES students. Existing evidence largely based on rational choice theory provides support for this channel, arguing that curricula at UAS are more structured and practical than at universities, and integrate a strong link to the labour market, which leads to smoother education-to-work transitions, job and income security students (e.g. Reimer & Pollak, 2010). Second, holding the education structure constant and assuming perfect sorting of low and high SES students into UAS and universities respectively, income mobility increases if the return to UAS is larger than the return to universities for children from low-income households.

Data and empirical strategy

We use a novel combination of individual-level administrative datasets available in the Austrian Micro Data Center. We measure intergenerational mobility in earnings for cohorts born since the 1960s, observing children's and parent's earnings and education level at age 40. For children we have detailed information on the type of tertiary and secondary education, the field of study, employment trajectories after graduation as well as on demographic variables. To accompany the micro data we have assembled a database of UAS openings in Austria since 1993, which records not only the foundation year of the main site but also the opening date of each associated campus.

Our main hypothesis is that UAS serve as feasible route to higher education for low SES students while providing decent income opportunities for their graduates, thereby contributing to income mobility. We are thus interested in whether the probability to be upwardly mobile in terms of income ranks increased significantly with the establishment of UAS in Austria. To capture this (causal) effect we use a fuzzy RDD design with multiple cutoffs. The running variable are birth cohorts, with treated cohorts entering higher education in 1993 when the first UAS opened in Austria. Since UAS openings occurred sequentially in the 1990s, we use each year between 1993 and 1999 as cutoff and exploit the regional variation in our data to assign individuals to UAS opening based on their residence during upper secondary education.

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Students with health impairments at German higher education institutions: Doing a doctorate is a question of integration, isn't it?

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individuals with health impairments and disability – especially for doctoral education (e.g. Pena, 2014; Rhein et al., 2024).

Purpose and Theory:

(Differences in the) Intentions to pursue a doctorate might result from the perceived integration at higher education institutions. Because among the factors that explain dropout for students with health impairments, feeling less academically and socially integrated during their studies has been emphasized to be highly important for attrition (Rußmann et al., 2024). This explanation is based on Tinto's model of integration (Tinto, 1975, 1988). Following this

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[1] German Centre for Higher Education and Science Studies (DZHW), Germany; [2]Leibniz Institute for Research and Information in Education; [3]Free University of Berlin; [4]Ludwig Maximilian University of Munich; schwabe@dzhw.eu *Background:*

Currently, almost 24% of all students at German higher education institutions report health impairments, and for 16% this impairment has adverse effects on their studies and makes studying more difficult (Gerdes et al., 2024; Steinkühler et al., 2023). Although these numbers are remarkable, only little is known about transitions and study trajectories of

approach, academic and social integration into the higher education system are the two decisive factors for academic success.

We argue that this perspective can be transferred to the intention to stay in academia after completing the master's level and to pursue a doctorate. As for academic integration, students are more likely to start a PhD, the more they are familiar with performance requirements and experience their own cognitive development as positive. As for social integration, they are less likely to leave academia after the master's degree, the more they feel a sense of belonging to their university and experience a supportive learning environment from faculty staff and fellow students. Hence, we first test whether our theoretical assumptions are empirically confirmed.

As students with health impairments at the master's level are an already highly selective group with respect to ability, we assume that social integration is more important for their intentions to pursue a doctorate than academic integration. Therefore, we secondly analyze the relative importance of academic and social integration for intentions to pursue a doctorate.

Design and Methods:

To test our hypotheses, we use data from a nationwide and unique survey, "The Student Survey in Germany (2021)", which allows us to compare students with and without health impairments for the first time (Beuße et al., 2022; Becker et al., 2024).

Our empirical analyses follow two steps: First, we run stepwise multivariate analyses to determine the explanatory power of academic and social integration for graduate students' intentions to pursue a doctorate. Due to the nature of our dependent variable, we estimate logit models and present results as average marginal effects. Second, we investigate interaction effects between health impairment and academic respective social integration to check for differential explanatory power.

Results:

Overall, we find that students with and without health impairments show similar levels of intentions to pursue a doctorate – even though they report to be less academically and socially integrated. Our multivariate analyses confirm this descriptive finding: Students with health impairments even more often intend to pursue a doctorate than their non-impaired peers when they show a comparable level of academic and social integration. Both academic and social integration foster health-impaired students stronger to do a doctorate. These results seem somewhat counterintuitive at first sight and contradict our theoretical predictions but can be explained. Given that our sample consisted of graduate students, we can expect the students with health impairments to be already a highly positive selected group regarding academic capabilities.

Conclusions:

Our results have implications for possible policies to improve equality of opportunity in higher education. Insights into the mechanisms behind the decision for or against pursuing a doctorate is important for making higher education in Germany – and doctoral education in particular – more inclusive (Klein, 2016).

Preparing refugee children for school: Conditions for access to language instruction

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Learning the language of instruction is important for refugee children's integration into the education system of the destination country. Limited language proficiency in the early stages of education can result in the perpetuation of inequalities throughout the educational career.

It is therefore essential that these children receive early and comprehensive language support to reduce language barriers and adequately prepare them for school. Prior research has demonstrated that refugee children benefit significantly from institutional language instruction, but that many of these children do not receive such support.

This paper examines the conditions for refugee children's participation in institutional language instruction before they start school. In particular, we investigate the influences of individual and family characteristics as well as of structural conditions. In light of this, we also address the question of whether access to language support is provided in a demandoriented manner—favoring those most in need—or whether it perpetuates existing inequalities, for instance by social background.

Our theoretical considerations are based on the notion that participation in language instruction represents a special type of educational investment, depending on the individual's motivation and the opportunities they encounter. Motivational factors are primarily associated with the characteristics of the children and their families, including those related to the children's abilities, such as special educational needs, or the families' prospects to stay in the destination country and their social background. Opportunities largely reflect structural conditions that determine access to language instruction. Relevant structural conditions include the range of language instruction options available and institutional regulations defining prerequisites for receiving language instruction, such as the diagnosis of special educational needs or the provision of general language support for second language learners. We analyze data from the study ReGES ("Refugees in the German Educational System").

The analysis sample comprises N=1,825 refugee children—mainly from Syria, Iraq and Afghanistan—who came to Germany in the period 2015–2017. In the first wave (2018), the children were 4–6 years old (M=5.5) and lived in Germany for an average of 2.3 years. In addition to the survey of the parents, competence testing of children's general cognitive abilities and their German language proficiency was conducted. The parents' responses regarding their children's participation in programs designed to enhance their German language proficiency serve as the dependent variable in our analysis. We examine various indicators pertaining to individual, familial and structural conditions as explanatory variables. We employ multilevel models—with children clustered in municipalities (N=90)—to account for regional differences in the access to language instruction.

In the sample, approximately 30 percent of the children participate in language instruction. The results from the regression analysis indicate that preschool attendance is a determining factor in the access of refugee children to institutional language support. Moreover, in municipalities with a higher proportion of foreigner residents, children are more likely to participate in language instruction; presumably due to an increased availability of language instruction opportunities to meet the overall greater demand in these areas. Apart from structural conditions, we find that children who exhibit symptoms associated with a potential risk of post-traumatic stress disorder (PTSD) are more likely to receive language instruction. This may indicate a demand-oriented strategy for providing language support in line with the needs of the children. Nevertheless, children with limited language proficiency or cognitive abilities, who could also be considered to have special needs, do not receive such support more frequently. Furthermore, the results demonstrate higher participation rates among children of parents with a high level of education and German proficiency. Consequently, the conditions governing access to institutional language instruction appear to perpetuate social inequalities among refugee children.

Role Stress of Apprentices in Training Firms during Covid-19

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The Covid-19 pandemic led to challenges for apprentices in dual vocational and education training (VET). In training firms, where apprentices spend most of their time during training, the impacts of the pandemic were particularly challenging when looking at role stress apprentices experienced. Depending on the affectedness of the workplace and industry during the pandemic, apprentices experienced different forms of role stress that this paper will more thoroughly focus on.

Role stress can occur when expectations or assumptions of a role in a social structure are conflicting, ambiguous, or overloaded (Levinson et al., 1965; Örtqvist & Wincent, 2006; Rizzo et al., 1970). Because the working environment for apprentices was inconsistent and challenging, the usual support of apprentices by trainers was lacking (Buonomo et al., 2023), which could have led to more role conflicts during that time. Role ambiguity, which entails the lack of information passed on to apprentices, potentially occurred more due to restrictions to contain the virus. Certain occupational fields were additionally confronted with overloaded roles, which may have been stressful for apprentices, due to their lack of experience. Moreover, role stress could have had an impact on premature contract terminations, or on psychological stress of apprentices, which has not yet been fully analyzed. This paper will therefore address the question, how perceived role stress impacted apprentices in their training during Covid-19.

To assess the perception of role stress of apprentices, we conducted 16 group interviews with apprentices from nine different occupations. The apprentices graduated in summer 2023, making them the last cohort of apprentices that experienced the whole pandemic during their training. Additionally, expert interviews with vocational trainers, who worked as trainers before, during and after the pandemic, were conducted, to supply further insights to the change of apprentices' roles. To consider that occupations were differently affected by the pandemic, we selected occupations which implemented different measures during the pandemic (home office, short-time work, strict hygiene measures, or continued to work (more or less) normally). The sample also contains vocational professions with different skill requirements that are trained in the French- and German-speaking regions of Switzerland. Results of the analysis of the group interviews indicate that role stress was on overall occurrence in each interviewed vocational profession. However, reasons and feelings towards role stress differ. For example, apprentices that mainly experienced home office, perceived their role as learners that rely on instructions and task assignments. The partial missing of this instrumental support mostly led to the feeling of role ambiguity. Based on our data, the mechanism of role ambiguity starts with the limited feeling of trust and/or appreciation by a supervisor in combination with the feeling of being controlled. Another example shows how vocational professions with stricter hygiene measures more often experienced role stress due to role overload. Apprentices with these measures rather felt as trained employees, which additionally led them to experience role conflicts. The mechanism behind this construct lies on high values in trust and appreciation combined with too few instructions and a high feeling of responsibility.

Role stress was an essential aspect of training for apprentices during the Covid-19 pandemic, the reasons and versions for role stress, however, differ by vocational program. These qualitative results indicate how and in which vocational professions further analysis should occur. Additional analysis can also show if the perceived role stress in a given vocational program led to long-term consequences. The current research yet already underlines the impact different work environments have on the perception of apprentices' roles and the potential stress towards them.

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Women's Experiences of Discrimination and Their Success Expectations in Male- and Female-Dominated Fields of Study

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Background

Despite women enrolling in higher education at higher rates than men, they continue to be underrepresented in certain fields of study. This underrepresentation is often attributed to women undervaluing their abilities and expected success in these fields. Previous research has highlighted the importance of social experiences in shaping women's success expectancies. For example, good social integration is positively associated with women remaining in male-dominated fields of study. At the same time, research emphasizes that women in these fields are at high risk of experiencing discrimination. However, little is known about how these experiences relate to women's expectations of success not only in maledominated fields, but also in female-dominated and gender-integrated fields. **Purpose and Theory**

With this study we aim to examine the role of experienced discrimination for female students' success expectations in higher education. Furthermore, we analyze the extent to which discrimination explains the gender gap in success expectations. The theoretical framework is grounded in the expectancy-value model proposed by Eccles et al. (1983), which highlights the role of self-perceptions and social influences in shaping success expectations. Drawing on the literature on workplace discrimination (Berdahl, 2007; Hughes et al., 2023; Scott et al., 2018) and the literature on school victimization (Casper & Card, 2017), our study also distinguishes between overt (e.g., harassment) and relational (e.g., exclusion) forms of discrimination.

Design and Methods

The analysis is based on survey data from 9,512 students (5,825 female) collected during the summer term of 2021 as part of The Student Survey in Germany (SiD). This online survey included higher education students, randomly selected from 250 universities and universities of applied science across Germany. We employ logistic regression models to (1) analyze the relationship between discrimination experiences (both overt and relational) and success expectations among female students, with a particular focus on variations across fields of study with differing gender ratios (male-dominated, female-dominated, and genderintegrated). As we are interested in the extent discrimination experiences among female students can explain the gender gap in success expectations, we (2) calculated the regression models for all students and applied the Karlson-Holm-Breen (KHB) method to compare and decompose changes in odds ratios (Breen et al., 2013). Control variables include social integration, study progress, grades, and demographic factors.

Results

We find that discrimination is more prevalent among female students, particularly in maledominated fields, with relational forms being more common than overt forms. Relational discrimination is significantly negatively related to women's success expectations in femaledominated fields but not in male-dominated or gender-integrated fields. The gender

gap in success expectations is partly explained by discrimination experiences, with relational discrimination contributing more than overt forms. Interestingly, women in male-dominated fields report frequent discrimination, yet their success expectations are not associated with this, possibly due to self-selection of resilient individuals into these fields.

Conclusions

Discrimination experiences, especially relational forms, play a limited but significant role for gender disparities in academic success expectations. Contrary to expectations, female students in *female*-dominated fields appear to be particularly vulnerable to discrimination. The findings suggest the need for targeted interventions to combat relational discrimination in all fields and to better support women in both male- and female-dominated academic environments. Future research should explore coping mechanisms and the broader career implications of these experiences.

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Entering the labour market or staying in education in times of crisis? How COVID-19 influenced education trajectories of VET graduates in Switzerland Stocker, Milan[1] & Miriam Hänni[2]

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The COVID-19 pandemic negatively affected the economy and the labour market. It led to a decrease in the number of job vacancies and an increase in youth unemployment (SECO, 2021). Such economic downturns hit young people at the beginning of their careers particularly hard and may hamper their school-to-work transitions (Cockx & Ghirelli, 2016). Uncertainties about the economy can deter graduates from entering the labour market and encourage them to stay in education and invest in further training to postpone labour market entry and increase their future chances in the labour market (Sironi, 2018). In this paper, we are thus interested in *how the COVID-19 pandemic has affected recent graduates' transition into further education and whether we find differences between graduates from different education programs and regions depending on how affected they were by the pandemic.*

In this paper, we focus on graduates from dual vocational education and training (VET) in Switzerland, because for VET graduates the choice between entering the labour market and continuing education is particularly important. Swiss VET graduates have several options to continue in education. Those with strong academic skills may earn a Federal Vocational Baccalaureate and/or enter a University of Applied Sciences. Alternatively, they may serve a second apprenticeship or enter a College of Higher Education. From a theoretical perspective, transition processes are a complex interplay between labour market opportunities, institutional structures, and individual characteristics (Schels & Wöhrer, 2022). To theorize school-to-work transitions, we use a rational choice theory approach (Erikson & Jonsson, 1996). We argue that VET graduates choose between further education or labour market entry based on a subjective analysis of perceived costs and benefits of each option, such as the probability of success, expected future earnings and employment opportunities, or status loss. Previous studies have shown that entering the labour market during times of crisis is particularly difficult and may have negative long-term impacts such as lower income, higher risk of unemployment and mismatch, and lower job satisfaction (Kahn, 2010). Graduating in times of crises thus increases the costs of entering the labour market. In turn it also increases the benefits of staying in education and improving own's position in the labour queue (Sacchi et al., 2016). This may be particularly true for those with higher

socioeconomic status who are generally more likely to invest and continue in education (Becker & Glauser, 2018).

We use longitudinal register data on educational trajectories of Swiss VET graduates to answer our research question. This administrative data contains information on educational enrolment in Switzerland and, for a subset of individuals, information on social background. We compare cohorts graduating before the pandemic (2016-2019) with the ones during (2020-2021) the pandemic to recognize changes in the transition processes. We combine this data with an affectedness index we created with data from a survey we conducted with training firms.

We use multivariate regressions to analyse our research question. Our main dependent variable is the probability of staying in education instead of entering the labour market. We distinguish between (i) the probability of entering a Federal Vocational Baccalaureate school after graduation (FVB2), (ii) the probability of entering a University of Applied Sciences, and (iii) the probability of entering a College of Higher Education.

Results indicate that while the transition into further education remained relatively stable overall, developments differ between regions and occupations depending on how the pandemic affected the costs of staying in education or entering the labour market. For instance, in Zurich, more students enrolled in FVB2 school during the pandemic, most likely because mandatory entrance exams were abolished during the pandemic, decreasing the costs of entering FVB2 school.

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Gender-atypical vocational training: The pioneers are dropping out

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1 Introduction

In Germany educational choices and the labour market are highly segregated by gender. The occupational segregation by gender reproduces inequality, as occupations that are traditionally female-dominated are usually characterised by lower income levels, lower professional prestige and limited career development opportunities. Consequently, occupational gender segregation contributes to income differences, unequal employment prospects and career opportunities between men and women. Furthermore, occupations with shortages of skilled labour often have an unequal gender ratio.

A gender-atypical educational choice has the potential to reduce gender-specific inequalities and skill shortages. However, this only applies if the educational choice leads to a career in that field. Though, existing research show that people formally trained in professions where their gender is numerically underrepresented, tend to have a worse experience in the labour market, including more difficulty finding a related job, lower retention rates and fewer career development opportunities.

To gain insights into why gender-atypical educational choices are often followed by difficult transitions into the labour market, our study examines the causes that lead to men and women leaving their gender-atypical occupation in the course of their employment trajectory.

2 Purpose and theory

Our study deals with the 'leaky pipeline'- or the 'revolving door'- phenomenon, which indicates that "segregation is not only a consequence of gendered inflows but [is] also maintained by disproportionate gendered outflows out of gender atypical positions" (Hamjediers/Peters 2023). Consequently, to permanently break down gendered, occupational structures, only to tackle gender-typical educational choices is not sufficient. Though, there are only a few studies on the career entry and further employment history of people with a gender-atypical education. In addition, the few existing studies mainly focus on academic career paths, whereas little research is done on the employment trajectory of people with an atypical vocational training degree.

Theoretical framework:

a.   Institutional barriers, that have developed along the traditional gendered division of labour and are still prevalent in disparities in working and employment conditions in female- and male-dominated occupations.

b.   Gender stereotypes, that are reflected in different competence and performance expectations towards occupational majorities or minorities.

c.   'Cooling-out' approach, that considers the fit between the prevailing occupational conditions and the individual's own values and aspirations.

3 Method

We follow a qualitative research approach, based on self-collected data (ongoing):

1. Biographical-narrative interviews with female career changers from maledominated STEM and trade professions and with male career changers from nursing professions.
2. Interviews conducted with people who have relevant insight on the genderspecific characteristics of occupations and the possible causes and consequences of career changes.

4 Results

As we have not completed our research, we present preliminary results (based on 19 interviews with career changers and 15 expert interviews). These show that for both men in the care sector and women in STEM and skilled trades professions, it is not the occupation itself that leads them to leave the field in which they were trained. All interviewees describe their former occupations positively and especially the women made their initial educational choice with purposeful thought. However, in the course of their careers, the respondents experienced difficult working conditions and general structural problems that led them to drop out of their careers. For men the poor working conditions in the care sector paired with few professional development opportunities and low professional prestige are the main reasons for their career exits. As a result, they switch more frequently to higher prestige professions, following an additional episode of training. Women experience more (in)direct discrimination as well as structural barriers. The women tend to be more negatively affected by their career change, as most of them move as unskilled workers into lower-paid jobs.

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The relationship between perceived competence requirements and gendered preferences for field of study characteristics Werthmüller, Noël [1,2], Benita Combet[3]

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Gendered field of study choice constitutes a persistent feature of many societies (Buchmann et al. 2008; Gerber & Cheung 2008; Charles & Bradley 2002). The selection of a field of study is not merely an academic decision; it represents a pivotal point where societal expectations, stereotypes, and self-perceptions converge. Thus, gendered field of study choices have far-reaching consequences, shaping career trajectories and influencing one's vulnerability to socio-economic challenges (Reimer et al. 2008, Bobbitt-Zeher 2007, Reskin and Bielby 2005). This contribution examines individuals' field of study choice by analyzing how perceptions of the competences required to study a field are related to gender differences in preferences for field of study characteristics.

Previous literature on gendered field of study choice has emphasized two theoretical perspectives. It has been shown 1) that gendered field of study choice is influenced by students' characteristics (e.g., Cech 2014, Barone and Assirelli 2021, Morgan et al. 2013) and 2) that there are (presumed) gender stereotypical differences in specific field of study characteristics, such as thinking styles or task affinities (e.g., Combet 2023, Cheryan et al. 2013, Barone 2011). Our study complements previous research by combining these two perspectives and analyzing the relationship between students' characteristics, (presumed) gender-typed competences necessary for studying a specifying field and preferences for field of study characteristics. Using an innovative approach combining text analysis, panel data analysis and decomposition methods we can assess 1) whether required competences in a field differ by gender composition, 2) whether female and male baccalaureate students differ in their preferences for required competences, and 3) which individual-level variables can explain these preference differences by gender.

For the empirical analyses we use data from the second cohort of the Swiss panel study TREE and data on field of study descriptions from an official Swiss career counseling

website. We construct our dependent variables based on students' field of study aspirations in the year before they transition to university and calculate the composition of required competences in their aspiration set using official field of study descriptions. Our main independent variables of interest are various academic self-concepts (e.g., mathematical, linguistic, artistic, technical) that have been measured in antecedent panel waves. In line with previous research on gendered field of study choice, we additionally take into account parental expectations, peer influence, teacher support, academic performance, personality traits, behavioral preferences and values. Our analytical strategy is to decompose the differences in preferences for field of study characteristics between men and women using the two-fold Kitagawa-Blinder-Oaxaca approach.

Preliminary results show a) that preferences for required competences in field of study plans vary substantially by gender, b) that these differences are mainly driven by endowment differences in mathematical and technical self-concepts and c) that women's preference for female-typed fields can be understood as a consequence of their aversion towards maletyped competences rather than their explicit preference for female-type competences. Therefore, our analysis not only replicates findings that self-concepts play a pivotal role in gendered field of study choice, but it additionally shows how gendered self-concepts create gender differences in field of study choice by affecting individuals' interests in specific field of study characteristics. In the next steps of analyses, which will be ready for presentation by June, we incorporate two new surveys with baccalaureate students and study counselors, which are currently in the field. These surveys allow us to enrich our analyses with more detailed information on the composition of stereotypically presumed and required competences in fields and to analyze how individual's perceptions differ from required competences and how this divergence influences gendered preferences for field of study characteristics. *Bibliography*

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Unlocking Multiculturalism: Do Teachers' Multicultural Beliefs and Self-efficacy Shape their Differentiated Instructional Practice?

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Assembly of the United Nations, 2017). A key inclusive teaching approach that aims to meet students' individual learning needs by maximizing educational opportunities is differentiated instruction (DI) (Gheyssens et al., 2020). Within the inclusive education research field, teachers' beliefs and self-efficacy have been widely explored. Evidence shows that these variables are strong predictors of teachers' inclusive practice (Pozas et al., 2022). However, most of this research has been conducted within the context of special education. In contrast, research into the role of teachers' multicultural beliefs and self-efficacy on their instructional practice, such as DI, remains scarce (Hachfeld & Syring, 2020).

Purpose and Theory

In the context of multicultural education, teachers' beliefs and self-efficacy are considered to shape teachers' instructional practices (Milner, 2010; Kurucz et al., 2020). Beliefs can be defined as the psychologically held understandings about objects of the world that are considered to be true, which have implicit and explicit aspects and inherently influence a person's interactions with the world (Kunter et al., 2011). In the context of cultural diversity in the classroom, teachers' multicultural beliefs encompass the acceptance of students' cultural diversity as a valuable resource for instruction. Teacher self-efficacy is considered as the beliefs related to teachers' goals, persistence, and resilience in their teaching profession (Tschannen-Moran et al., 1998). Important to highlight is that self-efficacy is always related to a specific context, and therefore cannot be generalized (Tschannen-Moran & Hoy, 2001). For example, teachers may have generally higher levels of general teaching self-efficacy, but at the same time feel insecure when dealing with students with migration backgrounds. Moreover, teachers' multicultural beliefs and self-efficacy are influenced by a variety of factors, including personal experiences and professional development (Schotte et al., 2021). Based on the aforementioned (scientific) background and current research gap, the present study aims to answer the following research question: To what extent do in-service teachers' demographic variables (age, gender), learning opportunities, teaching experience, multicultural beliefs, and self-efficacy for teaching students with migration biographies predict teachers' implementation of DI?

Design and Methods

This study used nationally representative data from the National Educational Panel Study in Germany. A cross-sectional analysis of data was conducted on in-service teachers to achieve the study's objectives. The sample consisted of 891 in-service teachers (75% female) with a mean age of 30.38 years. The NEPS questionnaire asks teachers about their demographics, DI practice, multicultural beliefs, and self-efficacy. A hierarchical linear regression (HLR) analysis was conducted to explore the research question.

Results

Results from the HLR indicated that older and female in-service teachers who had significant learning experiences (during their teacher education) in teaching students with migration

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Background (context of the study)

Our world today is highly diverse, and classrooms worldwide mirror this reality. Student diversity has only intensified by the recent global issues such as the COVID-19-pandemic, migration crises and other armed conflicts. With this ongoing increase of individual learning demands, the need for teachers to meaningfully address student diversity has only become more crucial. Teachers are urged to embrace diversity and meaningfully address their learners' individual needs in order to help them flourish to their full potential, (General

biographies and who had high levels of self-efficacy were more likely to implement DI. Interestingly, none of the three subscales of multicultural beliefs were significant.

Conclusions

The study highlights the importance of teacher training over personal beliefs about multiculturalism. This is line with previous research (Dignath et al., 2022) suggesting that learning influences teachers' beliefs, but effectiveness depends on factors like alignment, support, and reflection. Understanding this relationship is critical to designing effective professional development programs that facilitate meaningful change in teaching practices.

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