

**DIFFERENCES  
INEQUALITIES  
AND SOCIOLOGICAL  
IMAGINATION**

**ESA 2015**

**12<sup>TH</sup> CONFERENCE  
OF THE EUROPEAN  
SOCIOLOGICAL  
ASSOCIATION 2015**

**ABSTRACT BOOK**

Prague, 25-28 August 2015  
ESA 12th Conference  
Differences, Inequalities and Sociological Imagination  
Abstract Book  
Organizers: Institute of Sociology of the Czech Academy of Sciences  
ISBN 978-80-7330-272-6  
[www.esa12thconference.eu](http://www.esa12thconference.eu)  
[www.europeansociology.org](http://www.europeansociology.org)  
[www.soc.cas.cz](http://www.soc.cas.cz)

PRAGUE, 25-28 August 2015  
ESA 12<sup>th</sup> Conference  
Differences, Inequalities and Sociological Imagination

Abstract Book

European Sociological Association (ESA)  
Institute of Sociology of the Czech Academy of Sciences (IS CAS)

### Theoretical Issues

By making claims to liberal education, MISH faces the perennial question of equity in education in general, and equality of educational opportunity in particular. Over two decades, MISH students pool has grown, which should lead to a more egalitarian dispersion of main demographical profiles. But at the same time, relative popularity of this mode of study among candidates have declined. Second-cycle studies are far less popular than first-cycle among the candidates. Comparing that with academic profile of studies, as well as an opportunity to earn double degree void of fees makes the assumption of a middle class, big city origin of candidates feasible, which should hold especially true for Warsaw.

MISH at regional universities, smaller (around 60% of MISH student pool combined) and less popular, may share this characteristics – or not, being a milieu promoting upwards social mobility.

Methods: As higher education institutions in Poland do not normally collect data on family income of candidates, it is extremely hard to make an analysis without launching a separate quantitative research. However, the government require all higher education institutions to report on the class of the place of residence (declarations). The data will be collected from all MISH colleges, serving approximately 1500 students, for the period of last three academic years (after which old data are destroyed).

These data will be supplemented, where possible, by the admission reports from the previous years, generated by the institutions for internal analyses.

### Preliminary Results

The results from MISH at the University of Warsaw, only for first cycle studies, based on admission survey (response rate 80-88%) show ca. 66% admitted candidates come from 500k+ cities, and around 60% from the Warsaw county, without significant changes over time. Second cycle studies as well as profiles of candidate pool are required to fully evaluate this program. The data should be compared with other 8 MISH colleges in the country to make a definitive conclusion.

### **Towards a Gender sensitive Teacher Education. A research in Basic Education.**

**Telma Maria Gonçalves QUEIRÓS (Polytechnic Institute of Bragança, Portugal) | telma@ipb.pt**  
**Maria do Céu RIBEIRO (Polytechnic Institute of Bragança, Portugal) | ceu@ipb.pt**

In the context of current social and educational policies, guided by values of citizenship and equal opportunities, it is crucial that teacher education develops social and ethics dimensions in the future professionals. However, inequalities persist in society, like those related to gender. Education and teacher education are promising fields for changing. The Bologna process has put new challenges and created new opportunities to higher education in order to rethink Initial Teacher Education (ITE). Simultaneously, demands for improvement issues about equity and gender in curriculum of teacher's education have strengthened. This research represents an additional step in the interpretation of gender and its relation to ITE, once gender in teacher education is a relatively under research area. The lack of knowledge regarding an analysis of gender issues in ITE is, therefore, one of the starting points for this research. Elementary school teachers need to understand gender policies and how they impact on their teaching before they can begin to challenge these. Within this context, the main purposes of this study are: (i) to analyze whether gender issues are addressed in the study plans and modules of the Master Degree Programs (MDP) on 1st Cycle of Basic Education (CBE) in all public polytechnic institutes of Portugal; to know the student teachers perceptions about gender about gender sensitive teaching

practices. To meet the main goals of this investigation, a qualitative methodological approach will be used, applying in-depth interviews and document analysis. The sample will consist of: i) the

plans and modules of MDP of 1st CBE in all public portuguese polytechnic institutes; ii) the student teachers of one public polytechnic institute selected. Data will be analyzed independently by two researchers and their findings will be compared at a later stage. The procedures for analysis and discussion of the results will be followed by other researchers in order to promote a comparison with our beliefs, values and biases. It is our understanding that the results of this investigation will be important to make aware of the ways gender issues interfere in teacher education, revealing the absence of this issues in basic education programs. On the other hand enables the awareness and reflection about a set of meanings and practices in student teaching in elementary school regarding gender issues. Moreover, it also expected that the results will provide some insights that suggest crucial recommendations to the administrators of the courses of MDP regarding the importance of include gender issues in initial teacher training programs for an improved educational environment in elementary school classes.

## **RN10S01 - Early School Leaving and Drop-out**

### **Drop out or walk out? Analysis of the dropout phenomenon from the rational choice theory perspective – example of University of Warsaw.**

**Agata KOMENDANT-BRODOWSKA (University of Warsaw, Poland) | komedanta@is.uw.edu.pl**  
**Tomasz Zbigniew ZAJĄC (University of Warsaw, Poland) | zajact@is.uw.edu.pl**

Higher education dropout is one of the major issues studied by researchers from different domains and discussed by higher education experts and policy makers. It is analysed in many contexts, e.g. of higher education efficiency or educational inequalities. University dropout is not always related to poor academic record, but it's rather a more complex phenomenon. It can also be a conscious decision not to continue education due to different reasons. The aim of the presentation is to analyse this complex phenomenon from the rational choice theory perspective. Our analysis of key drivers leading to a decision of leaving education is based on the case study of University of Warsaw, one the leading and the biggest higher education institution in Poland and of the major universities in Central and Eastern Europe, with over 10 thousand students enrolled each year. We analyse administrative data on the whole population of students and their educational paths which enable us to measure the scale of the phenomenon in question and also to identify different types of dropout at the University of Warsaw. We also conduct qualitative research on recent dropouts, which is complementary to the register-based analysis. Individual in-depth interviews conducted with students who have recently left university allow us to identify motivations and factors leading to different types of dropout decisions (eg. permanent vs. non-permanent dropout). Results of our research show the complexity of the decision-making process of people leaving higher education and enable us to identify diverse factors that lead to dropping out.

### **How Does Policy Against School Dropout Contribute to Hinder Social Inequality? The Strange Case of Italy**

**Maddalena COLOMBO (Università Cattolica del Sacro Cuore, Italy) | maddalena.colombo@unicatt.it**

The paper is focused on school dropout in Italy, an endemic and serious issue of social inequality. Based on social-economic, territorial and individual divides early school leaving persists over the last years notwithstanding several attempts to reduce it. Mostly in the South of Italy many initiatives have been carried out with the support of Eu development programs (PON