



UNIVERSITÉ DE FRIBOURG  
UNIVERSITÄT FREIBURG



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## International Conference Embracing Diversity: Inclusion in Education and Society

Hosted by the University of Fribourg (Switzerland) in collaboration with the Swiss Sociological Association Network Sociology of Education (Switzerland) and the German Sociological Association Section Sociology of Education

Funded by Swiss Academy of Humanities and Social Sciences (SAGW), University of Fribourg and the German Sociological Association Section Sociology of Education

**Date** 12 June and 13 June 2025

**Venue** University of Fribourg (Switzerland), Campus Miséricorde

**Thursday 12 June 2025**

**09:00 – 17:45**

9:30-9:45 Conference opening and welcome address

9:45-10:30 Keynote Speech: Mieke van Houtte (Ghent University, Belgium)

10:30-10:50 Coffee break

10:50-12:20 Session A (20 minutes presentation, 10 minutes discussion)

Session A.1 <b>Migrants and Inclusion</b>  <i>Chair: Oliver Winkler</i>	Session A.2 <b>Stratification in Higher Education</b>  <i>Chair: Ulrike Schwabe</i>	Session A.3 <b>Institutional Perspectives</b>  <i>Chair: Lukas Graf</i>
1) On the wrong track? Perceived track mismatch among ethnic minority and majority students in the German educational system ( <b>Diehl</b> and Pomianowicz)  2) "And then I realized that I can make it" Experiences and Strategies of Students	1) More funding, more students? Student funding policies and tertiary education enrolment ratios in 32 high-participation countries ( <b>Czarnecki</b> and Korpi)  2) Resource Stratification and Income Segregation in	1) Personalised Learning: The Silver Bullet for Educational Equity? ( <b>Dumont</b> and Ready)  2) Inhabited Ideology: Diversity Ideology and Approaches to Diversity Work Across Institutional Sectors ( <b>Handsman</b> and Siegler)

with Refugee Experience ( <b>Günzel</b> and Güler) 3) Preparing refugee children for school: Conditions for access to language instruction ( <b>Seuring</b> and Will)	Brazilian and Chilean Universities ( <b>Kuzmanic</b> ) 3) 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 ( <b>Becker</b> )	3) Strengthening Multiprofessional Cooperation to Support Pupils With Heterogeneous Needs – Design Potential for Actor Constellations Between School and Non-school Actors in Vocational Orientation ( <b>Ratermann-Busse</b> and Enssen)
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12:20-13:30 Lunch break

13:30-15:00 Session B (20 minutes presentation, 10 minutes discussion)

<p>Session B.1 <b>Educational Trajectories and the Labour market</b></p> <p><i>Chair: David Glauser</i></p>	<p>Session B.2 <b>Classrooms, Teachers and Diversity</b></p> <p><i>Chair: Carmen Zurbriggen</i></p>	<p>Session B.3 <b>Disability Policies and Practices</b></p> <p><i>Chair: Claire Edwards</i></p>
<p>1) Educational credentials in the hiring process: Recruiters' evaluations and justifications (<b>Geisler</b>, Gronning and Kriesi)</p> <p>2) Entering the labour market or staying in education in times of crisis? How COVID-19 influenced education trajectories of VET graduates in Switzerland (<b>Stocker</b> and Hänni)</p> <p>3) Unleashing Opportunities? - Applied Universities and Income Mobility in Austria (<b>Sauer</b>, Disslbacher and Schwarz)</p>	<p>1) Curriculum modifications in inclusive classrooms: Opportunity or obstacle to educational pathways? (<b>Benz</b>, Siefert and Sahli)</p> <p>2) Unlocking Multiculturalism: Do Teachers' Multicultural Beliefs and Self-efficacy Shape their Differentiated Instructional Practice? (Woltran, Letzel-Alt and <b>Pozas</b>)</p> <p>3) Immigrant youth's educational pathways after lower secondary school: does class composition matter? (<b>Köpping</b>)</p>	<p>1) Inclusive Education for Students with Disabilities in Vietnam: Policy Discourse and Pedagogical Practices (<b>Tran</b>)</p> <p>2) 142 Impact of reduced individual learning objectives and accommodations on post compulsory educational trajectories (Lustenberger, <b>Brandenberg</b> and Sahli)</p> <p>3) Protest Movement, Walking, Running and Narrative Prosthesis - Immobilities at the Nexus of Zombies and Disabilities (<b>Proyer</b> and Krause)</p>

15:00-15:10 Short break

15:10-16:05	<p>Poster pitches (3 minutes) &amp; Poster session (<i>Chair: Tanja Simonis</i>)</p> <p>Transitions from Education to Employment (TREE)  <b>Gomensoro</b></p> <p>How Intergenerational Educational Mobility Gets Under the Skin: Evidence of Faster Pace of Aging Measured in saliva DNA methylation Among Educational Mobile German Young Adults  <b>Liu</b>, Weigel, Kuznetsov, Andreas, Schowe, Pahnke and Forstner</p> <p>A Co-Twin Control Study of the Association Between School Stress and Depressive Symptoms in German Adolescence  <b>Luo</b> and Liu</p> <p>Exploring Constructions of Difference in a Swiss Primary Classroom  <b>Mekacher</b></p> <p>Gender Diversity in Schools: Swiss Trainee Teachers Know More About Transgender Topics but Think More Positively About Intersex People  <b>Nussbaum</b>, Hegarty, Sczesny</p>
	incl. coffee break
16:05-16:50	Keynote Speech: Justin J. W. Powell, University of Luxembourg, Luxembourg
17:00-17:45	Section meeting: Swiss Sociological Association, Network "Sociology of Education"
18:00	City walking tour
19:15	Conference Dinner, Salle Grenette Place de Notre-Dame 4 1700 Fribourg

9:30-10:15 Keynote Speech: Caroline Sahli Lozano, Bern University of Teacher Education, Switzerland

10:15-10:20 Short break

10:20-10:50 Presentation pitches (7-8 minutes presentation, 7-8 minutes discussion)

Stream 1 <i>Chair: Oliver Winkler</i>	Stream 2 <i>Chair: Andreas Hadjar</i>	Stream 3 <i>Chair: Claire Edwards</i>
<p>1) University Teachers as Agents of Inclusive Education in Kazakhstan (<b>Kospakov</b> and Uyzbayeva)</p> <p>2) The educational experiences of refugees with disabilities in Europe, 2015-2024: a scoping review (<b>Hunt</b>)</p>	<p>1) Diversity, Work Expectations, and social Mobility: An Analysis among Generation Y and Z at German and Swiss Universities (Carstensen, <b>Dalgar-Sezer</b> and Özdemir)</p> <p>2) Special, Integrate &amp; Inclusive Education and Bollywood: A Comprehensive Study (<b>Katupalli</b>)</p>	<p>1) Vulnerability and Resistance in Educational Assessment Processes for Placement in Separative Educational Institutions (<b>Attoun</b>)</p> <p>2) Diversity-Sensitive Action in Daycare Centers and Open All-Day Elementary Schools – First Insights Into a Recently Launched Transfer Project (<b>Nienhaus</b>)</p>

10:50-11:10 Coffee break

11:10-12:40 Session C (20 minutes presentation, 10 minutes discussion)

Session C.1 <b>Expectations, Beliefs and Social Mobility</b> <i>Chair: Irene Kriesi</i>	Session C.2 <b>Inclusion in Higher Education</b> <i>Chair: Mona Granato</i>	Session C.3 <b>Approaches to Diversity and Leadership</b> <i>Chair: Sylvia Nienhaus</i>
<p>1) How subjective expectations and loss avoidance shape social stratification in educational attainment: An application of random regret minimization models \newline to analyze educational inequalities (<b>Glauser</b>)</p>	<p>1) Multifactorial Discrimination and its Impact on Student Mental Health and Wellbeing (<b>Menz</b>, Mandl and Steiner)</p> <p>2) Students with health impairments at German higher education institutions: Doing a doctorate is a question of integration, isn't it? (<b>Schwabe</b>, Burkhard, Bröder and Gröschl)</p>	<p>1) Pre-Service Teachers' Positionings in the Context of Perceived Heterogeneity Demands (<b>Eckhardt</b>)</p> <p>2) Addressing and Embracing Diversity in Primary Schools in Digital Societies (<b>Heinz</b> and Bruns)</p> <p>3) Diamonds are made under pressure: Abusive leadership in doctoral education (<b>Muschik</b>)</p>

2) When migration as a social mobility project is reported to the children (Kamm, Heers, <b>Gomensoro</b> and Hupka-Brunner)  3) From Rags to Riches: Social Mobility Beliefs in the Context of Unequal Opportunities ( <b>Burger</b> )		
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12:40-14:00      Lunch break

14:00-15:30      Session D (20 minutes presentation, 10 minutes discussion)

Session D.1 <b>VET</b>  <i>Chair: Mona Granato</i>	Session D.2 <b>Gender</b>  <i>Chair: Petra Sauer</i>	Session D.3 <b>Educational Trajectories &amp; Transitions</b>  <i>Chair: Andreas Hadjar</i>
1) The potential of inclusion in selective education systems: Opportunities for an inclusion-oriented approach to diversity from the perspective of vocational education and training ( <b>Pool</b> and Kimmelmann)  2) Gender-atypical vocational training: The pioneers are dropping out ( <b>Wagner</b> and Fournier)  3) Roll Stress of Apprentices in Training Firms during Covid-19 ( <b>Singer</b> )	1) The relationship between perceived competence requirements and gendered preferences for field of study characteristics ( <b>Werthmüller</b> and Combet)  2) Women's Experiences of Discrimination and Their Success Expectations in Male- and Female-Dominated Fields of Study (Stefani and <b>Fiedler</b> )  3) Academic Self-Concept: Differences between female and male newcomers to academic tracking in German upper secondary education ( <b>Kohlmeier</b> )	1) Exploring educational Pathways to Political Interest: A Cross-National Analysis of Germany and Switzerland (Mayr and <b>Möser</b> )  2) Rejecting inclusion? Path dependency in the persistence of tracking in Swiss lower secondary education ( <b>Hafner</b> )  3) Rethinking Concepts and Measurement of Educational Tracking: An Advanced Framework for Cross-National Research on Inequality ( <b>Pomianowicz</b> )

15:30              Closure

Farewell coffee break