



UNIVERSITÉ DE FRIBOURG
UNIVERSITÄT FREIBURG



SEKTION
BILDUNG &
ERZIEHUNG

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 (Room 3115)
Greetings by Vice Dean Matthieu Gillabert

9:45-10:30 Keynote Speech: Mieke van Houtte (Ghent University, Belgium)
(Room 3115)

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.

10:30-10:50 Coffee break (hall mosaïque)

10:50-12:20 Session A

<p>Session A.1 Migrants and Inclusion</p> <p><i>Chair: Oliver Winkler</i> (Room 3115)</p>	<p>Session A.2 Stratification in Higher Education</p> <p><i>Chair: Ulrike Schwabe</i> (Room 3118)</p>	<p>Session A.3 Institutional Perspectives</p> <p><i>Chair: Lukas Graf</i> (Room 3119)</p>
<p>1) On the wrong track? Perceived track mismatch among ethnic minority and majority students in the German educational system (Diehl and Pomianowicz)</p> <p>2) "And then I realized that I can make it" Experiences and Strategies of Students with Refugee Experience (Günzel and Güler)</p> <p>3) Preparing refugee children for school: Conditions for access to language instruction (Seuring and Will)</p>	<p>1) More funding, more students? Student funding policies and tertiary education enrolment ratios in 32 high-participation countries (Czarnecki and Korpi)</p> <p>2) Resource Stratification and Income Segregation in Brazilian and Chilean Universities (Kuzmanic)</p> <p>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 (Becker)</p>	<p>1) Personalised Learning: The Silver Bullet for Educational Equity? (Dumont and Ready)</p> <p>2) Inhabited Ideology: Diversity Ideology and Approaches to Diversity Work Across Institutional Sectors (Handsman and Siegler)</p> <p>3) Strengthening Multiprofessional Cooperation to Support Pupils With Heterogeneous Needs – Design Potential for Actor Constellations Between School and Non-school Actors in Vocational Orientation (Ratermann-Busse and Enssen)</p>

12:20-13:30 Lunch break (Mensa Misericorde)

13:30-15:00 Session B

<p>Session B.1 Educational Trajectories and the Labour market</p> <p><i>Chair: David Glauser</i> (Room 3115)</p>	<p>Session B.2 VET</p> <p><i>Chair: Mona Granato</i> (Room 3118)</p>	<p>Session B.3 Disability Policies and Practices</p> <p><i>Chair: Claire Edwards</i> (Room 3119)</p>
<p>1) Educational credentials in the hiring process: Recruiters' evaluations and justifications (Geisler, Gronning and Kriesi)</p> <p>2) Entering the labour market or staying in</p>	<p>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 (Pool and Kimmelman)</p>	<p>1) Inclusive Education for Students with Disabilities in Vietnam: Policy Discourse and Pedagogical Practices (Tran)</p> <p>2) 142 Impact of reduced individual learning objectives</p>

<p>education in times of crisis? How COVID-19 influenced education trajectories of VET graduates in Switzerland (Stocker and Hänni)</p> <p>3) Unleashing Opportunities? - Applied Universities and Income Mobility in Austria (Sauer, Disslbacher and Schwarz)</p>	<p>2) Gender-atypical vocational training: The pioneers are dropping out (Wagner, Fournier and Dorau)</p> <p>3) Roll Stress of Apprentices in Training Firms during Covid-19 (Singer)</p>	<p>and accommodations on post compulsory educational trajectories (Lustenberger, Brandenberg and Sahli)</p> <p>3) Protest Movement, Walking, Running and Narrative Prosthesis - Im-Mobilities at the Nexus o Zombies and Disabilities (Proyer and Krause)</p>
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15:00-15:10 Short break

15:10-15:25 Poster pitches (*Chair: Tanja Simonis*) (hall mosaïque)

Transitions from Education to Employment (TREE)
Gomensoro

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
Liu, Weigel, Kuznetsov, Andreas, Schowe, Pahnke and Forstner

A Co-Twin Control Study of the Association Between School Stress and Depressive Symptoms in German Adolescence
Luo and Liu

Exploring Constructions of Difference in a Swiss Primary Classroom
Mekacher

Gender Diversity in Schools: Swiss Trainee Teachers Know More About Transgender Topics but Think More Positively About Intersex People
Nussbaum, Hegarty, **Gisler**, Sczesny

15:25-16:05 Poster session (incl. coffee break)

16:05-16:50 Keynote Speech: Justin J. W. Powell, University of Luxembourg, Luxembourg (Room 3115)

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.

- 17:00-17:45 Section meeting: Swiss Sociological Association, Network "Sociology of Education" (Room 3118)
- 18:00 City walking tour
- 19:15 Conference Dinner, Salle Grenette Place de Notre-Dame 4 1700 Fribourg

Friday 13 June 2025

09:30 – 15:50

- 9:30-10:15 Keynote Speech: Caroline Sahli Lozano, Bern University of Teacher Education, Switzerland (Room 3115)
- 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.
- 10:15-10:20 (Short) break

10:20-10:50 Presentation pitches

Stream 1	Stream 2	Stream 3
<i>Chair: Oliver Winkler</i> (Room 3115)	<i>Chair: Andreas Hadjar</i> (Room 3118)	<i>Chair: Claire Edwards</i> (Room 3119)
<p>1) University Teachers as Agents of Inclusive Education in Kazakhstan (Kospakov and Uyzbayeva)</p> <p>2) The educational experiences of refugees with disabilities in Europe, 2015-2024: a scoping review (Hunt)</p>	<p>1) Diversity, Work Expectations, and social Mobility: An Analysis among Generation Y and Z at German and Swiss Universities (Carstensen, Dalgar-Sezer and Özdemir)</p> <p>2) Special, Integrate & Inclusive Education and Bollywood: A Comprehensive Study (Katupalli)</p>	<p>1) Vulnerability and Resistance in Educational Assessment Processes for Placement in Separative Educational Institutions (Attoun)</p> <p>2) Diversity-Sensitive Action in Daycare Centers and Open All-Day Elementary Schools – First Insights Into a Recently Launched Transfer Project (Nienhaus)</p>

10:50-11:10 Coffee break (hall mosaïque)

11:10-12:40 Session C

Session C.1 Expectations, Beliefs and Social Mobility	Session C.2 Inclusion in Higher Education	Session C.3 Approaches to Diversity and Leadership
<i>Chair: Irene Kriesi</i> (Room 3115)	<i>Chair: Andreas Hadjar</i> (Room 3118)	<i>Chair: Sylvia Nienhaus</i> (Room 3119)
<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 (Glauser)</p> <p>2) When migration as a social mobility project is reported to the children (Kamm, Heers, Gomensoro and Hupka-Brunner)</p> <p>3) From Rags to Riches: Social Mobility Beliefs in the Context of Unequal Opportunities (Burger)</p>	<p>1) Multifactorial Discrimination and its Impact on Student Mental Health and Wellbeing (Menz, 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? (Schwabe, Burkhard, Bröder and Gröschl)</p>	<p>1) Pre-Service Teachers' Positionings in the Context of Perceived Heterogeneity Demands (Eckhardt)</p> <p>2) Addressing and Embracing Diversity in Primary Schools in Digital Societies (Heinz and Bruns)</p> <p>3) Building Resilient Academia: Organizational Shields Against Abusive Supervision in Doctoral Education (Muschik)</p>

12:40-14:00 Lunch break (Mensa Miséricorde)

14:00-15:30 Session D

Session D.1 Classrooms, Teachers and Diversity <i>Chair: Carmen Zurbriggen</i> (Room 3115)	Session D.2 Gender <i>Chair: Petra Sauer</i> (Room 3118)	Session D.3 Educational Trajectories & Transitions <i>Chair: Andreas Hadjar</i> (Room 3119)
<p>1) Curriculum modifications in inclusive classrooms: Opportunity or obstacle to educational pathways? (Benz, Siefert and Sahli)</p> <p>2) Unlocking Multiculturalism: Do Teachers' Multicultural Beliefs and Self-efficacy Shape their Differentiated Instructional Practice? (Woltran, Letzel-Alt and Pozas)</p> <p>3) Immigrant youth's educational pathways after lower secondary school: does class composition matter? (Köpping)</p>	<p>1) The relationship between perceived competence requirements and gendered preferences for field of study characteristics (Werthmüller and Combet)</p> <p>2) Women's Experiences of Discrimination and Their Success Expectations in Male- and Female-Dominated Fields of Study (Stefani and Fiedler)</p> <p>3) Academic Self-Concept: Differences between female and male newcomers to academic tracking in German upper secondary education (Kohlmeier)</p>	<p>1) Exploring educational Pathways to Political Interest: A Cross-National Analysis of Germany and Switzerland (Mayr and Möser)</p> <p>2) Rejecting inclusion? Path dependency in the persistence of tracking in Swiss lower secondary education (Hafner)</p> <p>3) Rethinking Concepts and Measurement of Educational Tracking: An Advanced Framework for Cross-National Research on Inequality (Pomianowicz)</p>

15:30 Closing (Room 3115)

Farewell coffee break (hall mosaïque)