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Perspectives on Contemporary Research on Educational Policy and Educational Choices and Pathways

**International Seminar of CELE and KEVEKO
Paris, June 16-19, 2014**



The Centre for Research on Lifelong Learning and Education (CELE) and the Doctoral Programme on Educational Policy, Lifelong Learning and Comparative Education Research (KEVEKO) from the University of Turku, Finland, organise an international seminar in Paris in June 16-19, 2014, together with their visiting professor Agnès van Zanten from the Observatoire Sociologique du Changement at Sciences Po, Paris. The seminar gathers together doctoral students and leading scholars from both France and Finland.

THEME OF THE SEMINAR

The seminar is devoted to discussion of ways of understanding the rapidly changing landscape of education policy and politics in Europe and beyond based on contributions from a range of theoretical and methodological perspectives and from different national systems. The intention is to identify possibilities for and obstacles to education and education politics in new state formations where welfare states are being remodelled in different ways. It is also to raise questions about the changing role of the state and its consequences for understanding education policy and politics.

The seminar concentrates on two main topics, governance and choices and pathways, which are examined on different educational levels from basic to higher education:

- Supra-national and national governance of higher education and academic careers in higher education as well as of youth and adult education and Lifelong learning policies
- New governance and accountability of basic education
- Higher education students' choices
- Parents' educational practices and choices

TIME AND VENUE

The closed seminar is organised on June 16-18, 2014 in The Observatoire Sociologique du Changement ([OSC](#)), a research center of [Sciences Po](#) and the Institut des Sciences Humaines et Sociales ([InSHS](#)) at The National Center for Scientific Research ([CNRS](#))

Address: [98 rue de l'Université 75007 Paris](#)

Room : Annick Percheron

LIST OF PARTICIPANTS

FINLAND

Professors and Senior Researchers

1. Rinne Risto
2. Jauhiainen Arto
3. Silvennoinen Heikki
4. Järvinen Tero
5. Kallo Johanna, Postdoctoral Research Fellow
(only Mon-Tue)
6. Niukko Sanna, Coordinator

Doctoral students

7. Berisha Anna-Kaisa
8. Jokila Suvi
9. Kinnari Heikki
10. Kuusela Sini
11. Silmäri-Salo Sari
12. Tikkanen Jenni
13. Yoon Junghyun
14. Kosunen Sonja, University of Helsinki

FRANCE

Professors and researchers

1. Aust Jérôme
2. Buisson-Fenet Hélène
3. Daverne Carole
4. Dupuy Claire
5. Farges Géraldine
6. Kakpo Séverine
7. Musselin Christine
8. Oller Anne-Claudine
9. Pons Xavier
10. van Zanten Agnès

Postdoctoral/Doctoral students

11. Allouch Annabelle
12. Ichou Mathieu
13. Olivier Alice
14. Paye Simon
15. Rivière Clément

PROGRAMME

Sunday, 15th June: Finnish delegates travelling to Paris

DAY 1, Monday 16th June

Research on governance of higher and basic education: comparative and national perspectives

9.00-9.15	Welcome
9.15-9.45	Opening of the seminar Risto Rinne, Agnès van Zanten, Sanna Niukko and Marie Ferrazzini
9.45-10.15	First keynote lecture Christine Musselin , Dean for Research, Sciences Po, CSO and CNRS, "Empowerment of universities by funding and evaluation agencies"
10.15-10.45	Second keynote lecture Professor Arto Jauhiainen , University of Turku, "New HE policy and the new architecture of governance in Finnish academia"
10.45-11.00	Questions by the audience to the two presenters, chair Agnès van Zanten
11.00-11.15	<i>Coffee break</i>
11.15-12.35	PAPER SESSION I on themes related to policies, governance & academic careers in higher education (15 minutes for presentation, 5 minutes for questions for each presenter, chair Tero Järvinen) Jerome Aust , "French definition of excellence. State and academic profession in the implementation of policies for "excellence" in France" Annabelle Allouch , "Prestige as a mode of governance? The coordination of higher education institutions and education policies. The case of French and English widening participation schemes" Simon Paye , "Can peers be differentiated? Evidence from the UK" Heikki Kinnari , "The power, governmentality and ethics of lifelong learning in Finland"
12.35-14.00	<i>Lunch</i>
14.00-14.30	Third keynote lecture Xavier Pons , Associate Professor University of Paris-Est, Créteil (UPEC), "The French state regulation of education through the prism of evaluation and accountability policies: Neocorporatism and cognitive "statization"
14.30-15.00	Fourth keynote lecture Johanna Kallo , Postdoctoral Researcher, University of Turku, "Revisiting the research on OECD thematic reviews of tertiary education - retrospects and prospects"
15.00-15.15	Questions by the audience to the two presenters, chair Arto Jauhiainen
15.15-15.30	<i>Coffee break</i>
15.30-16.45	PAPER SESSION II (15 minutes for presentation, 5 minutes for questions for each presenter, chair Heikki Silvennoinen) Junghyun Yoon , "What was told and what was not told by Pisa – Based on Pisa 2012 reports" Claire Dupuy and Xavier Pons , "Much ado about nothing? Accountability in French education policy" Hélène Buisson-Fenet , "From school accountability fuzziness to school leadership paradox. How to be a «professional» head teacher in France?"
18:30-	<i>Dinner cruise at "Capitaine Fracasse Restaurant" on the Seine River</i> (Meeting at Sciences Po at 17:30, together from there to the restaurant by metro)

DAY 2, Tuesday 17th June

Research on educational practices, choices and pathways: comparative and national perspectives

- 9.15-9.45 Fifth keynote lecture and discussion
Tero Järvinen, Assistant Professor, University of Turku, "Transition from education to work in the age of uncertainty: the case of Finnish young people not in education, employment or training (NEET)"
- 9.45-10.15 Sixth keynote lecture and discussion
Agnès van Zanten, Senior research Professor at OSC on "Institutional and market influences on higher education choices"
- 10.15-10.30 Questions on the two lectures, chair Risto Rinne
- 10.30-10.45 *Coffee break*
- 10:45-12.25 **PAPER SESSION III** (15 minutes for presentation, 5 minutes for questions for each presenter, chair Johanna Kallo)
Alice Olivier, "Male students in 'female' study tracks: Atypical higher education choices and the (re)definition of masculinities"
Anne-Claudine Oller, "The higher education choices of elite students: General trends and customized career counselling"
Mathieu Ichou, "The roots of educational inequality: The role of immigrant parents' pre-migration experiences in their children's academic trajectories in France and England"
Suvi Jokila, "Distinctiveness' of the recruitment and selection of university degree students from abroad: The case of Finnish strategies for internationalization"
Jenni Tikkanen, "What does the future hold? Students' intrapersonal resources and future worries in different family and school contexts"
- 12.25-14.00 *Lunch*
- 14.00-14.35 Seventh keynote lecture (30 min) and discussion (5 min)
Séverine Kakpo, Associate Professor at University Paris 8, "The childrearing practices of parents who are teachers in France"
Questions on the lecture, chair Xavier Pons
- 14.35-15.10 Eighth keynote lecture (30 min) and discussion (10 min)
Professor **Heikki Silvennoinen**, "The unequal distribution of employer-provided training. Empirical findings and sociological conceptualisations"
Questions on the lecture, chair Hélène Buisson-Fenet
- 15.10-15.30 *Coffee break*
- 15.30-16.30 **PAPER SESSION IV** (15 minutes for presentation, 5 minutes for questions for each presenter, chair Annabelle Allouch)
Sini Kuusela, "The social backgrounds, resources and realities of Finnish Phd students – Bourdieuan perspective on doctoral education"
Géraldine Farges, "From academic to social success? The case of children of teachers"
Carole Daverne, "Unusual school careers"
- 16.30-16.45 *Break*
- 16.45-17.45 **PAPER SESSION V** (15 minutes for presentation, 5 minutes for questions for each presenter, chair Géraldine Farges)
Sonja Kosunen and Clément Rivière, "Urban practices of children and school choice: A comparison between Espoo, Milan and Paris"
Anna-Kaisa Berisha, "Composition of urban school classes in Finland: Do schools segment along pupils' school achievement, gender and ethnicity?"
Sari Silmäri-Salo, "The Construction of families' school choice strategies in discourses and agencies of mothers' in on Finnish schooling context"
- 17.45-18.00 Closing discussion of the seminar: Professors **Agnès van Zanten and Risto Rinne**

DAY 3, Wednesday 18th June

- 10:00-11:00 Visit to the Permanent Delegation of Finland to the OECD and UNESCO.
Councillor Antero Kiviniemi gives an introduction to the OECD and discusses themes like welfare politics and the OECD's observations of the situation in Finland.
- ca 12-13 Common lunch for the Finnish participants (optional, place will be announced later)
- ca 14- Visit to the [Musée d'Orsay](#) (optional, near the hotels and OSC, 1 rue de la Légion d'Honneur)
Common dinner for the Finnish participants (optional, place will be announced later)
- ca 19-

Day 4, Thursday 19th June

- 10:00–ca 12 Visit to UNESCO Headquarters.
Associate expert Tuuli Kurki tells about her experiences in working in UNESCO at the Section for Teacher Development and Education Policies (ED/THE/TEP)
(Address: 7 Place de Fontenoy, by metro: Ségur, Cambronne, École militaire
or by bus: 28, 80)

Half of the Finnish delegates travelling back to Finland, the rest leave on Sunday, June 22st

ABSTRACTS

DAY 1, MONDAY 16TH JUNE

RESEARCH ON GOVERNANCE OF HIGHER AND BASIC EDUCATION: COMPARATIVE AND NATIONAL PERSPECTIVES

1ST KEYNOTE: CHRISTINE MUSSELIN, DEAN FOR RESEARCH, SCIENCES PO, CSO AND CNRS, “EMPOWERMENT OF UNIVERSITIES BY FUNDING AND EVALUATION AGENCIES”

This contribution argues that the policy instruments developed by public authorities to measure scientific performance and selectively allocate resources rely on peer review processes and reinforce an academic elite. As a result, the internal power distribution within the academic profession as well as within universities has changed. On the one hand, rather than weakening professional power, the recent reforms have instead led to a reconfiguration of the academic profession. Their influence is twofold. First, they have empowered those individuals who set the norms according to which academic activities are rewarded and funded by public actors. Second, they bolster those who receive positive reviews, since they gain a stronger position to negotiate with the managers of their university. On the other hand, decisions made at the university level are largely based on (and legitimated by) external evaluations and university leaders are empowered by these reviews and use them as managerial tools. It is argued that this process is complementary to the reforms in university governance and structures and amplifies their effects because it is more legitimate, favours some organizational coupling and the appropriation of new norms. It draws on a study led in three French universities in 2011.

2ND KEYNOTE: PROFESSOR ARTO JAUHIAINEN, “NEW HE POLICY AND THE NEW ARCHITECTURE OF GOVERNANCE IN FINNISH ACADEMIA”

PAPER SESSION I

Simon Paye, “Can peers be differentiated? Evidence from the UK”

The academic profession has often been depicted as a community of peers. The recent history of British higher education provides an interesting case of transforming modes of regulation of academic work and careers. The most striking feature of these changes is a trend of professional differentiation: academics are increasingly divided according to their function (teaching vs. research), their status in the job market (precarious, insiders, “star researchers”), and their affiliation (low-ranked vs. high-ranked institutions). Taking cues from empirical data gathered in two British universities, and drawing on statistical Sequence Analysis, biographical interviews and archival work, I describe and analyse this process of differentiation, and relate it to New Public Management policy requests and to the expansion of managerial functions within universities

Jerome Aust, “French definition of excellence. State and academic profession in the implementation of policies for “excellence” in France”

A wide range of reforms implemented between 2006 and 2012 in France have reshaped the French higher education landscape. In order to increase the “excellence” of French higher education institutions, many new institutions and policy tools have been created by the State. France is not an exception: during the second half of the 2000’s, most of the European countries, but also countries around the world, have engaged reforms, which try to promote and to support the creation of world-class universities. The paper focuses on the implementation of policies for excellence in France. It tries to understand the emergence of these policies in a French context, marked by a traditional quest for equality between universities. Then, it highlights the mechanisms of creation of the new institutions. Finally, it shows that the implementation of the reforms introduces changes in the French institutional architecture, but contributes to increase its specificity.

Annabelle Allouch, "Prestige as a mode of governance? The coordination of higher education institutions and education policies. The case of French and English widening participation schemes"

Several trends of research underline the importance of symbols as policy instruments (Halpern, Lascombes, Le Galès, 2014; Gensburger, 2009). Drawing on policy analysis, economic sociology and the Eliasian notion of "etiquette" as a mode of government in the royal court of France under the *Ancien Régime*, this communication explores the uses of "prestige" and "reputation" of elite institutions as a mode of governance in education. Using empirical data collected at both Oxford University and Sciences Po, we argue that in recent widening participation schemes launched at both institutions, new "intermediary" professionals act as "brokers" of their symbolic capital in order to maintain cooperation between actors who don't usually work together. However, the nature, signification and impact of this symbolic capital differ. In France indeed, prestige maintains cooperation despite numerous controversies on the nature of widening participation. The name of elite institutions works as a desirable (and paradoxically, meritocratic) label in an educational environment often related with social deprivation. Meanwhile in England, secondary school teachers in charge of students targeted by these schemes tend to express wariness about an Oxonian reputation that is closely associated with traditions of conservatism within social elites. In this perspective, intermediaries are forced to use other modes of cooperation such as "trust". They also implement modes of "neutering" social and academic spaces usually associated with the history of the English aristocracy and church.

Heikki Kinnari, "The power, governmentality and ethics of lifelong learning in Finland"

Looking from Foucauldian perspective, LLL has become a 'technique of governmentality'? In my ongoing dissertation, I study the construction of the third generation of LLL from *three empirical perspectives* in Finland. The *first perspective* constructs the economic discourse of LLL (EVA & Sitra). The *second perspective* represents the official discourse of the state in LLL policy (Ministry of Culture and Education). The *third perspective* represents 'the public debate' of the LLL (HS, letter to the editor section). All material is from 2000 to present day. The short history of the ideology of LLL will be studied using a Foucauldian *genealogical perspective* as a toolbox. The material contains the most essential documents from the supranational (OECD, Unesco, EU) and national organisations (Ministry of Education and Culture) which concern with the issue of LLL - in its first, second and third generation. The empirical material (economic, official, public) of the third generation of LLL in Finland - will be analyzed through *critical discourse analysis* in the context of the Foucauldian concepts of power, governmentality and ethics. The method is mix of Foucault's and Fairclough's conceptions of critical discourse analysis. The major focus is to concentrate on how the power and governance relations are constructed through language. The influence of Fairclough in the research is seen in the systematic method; the objective is to analyze strictly the texts – what kind of discourses from the LLL is being constructed, how they are constructed on each other and what kind of power and governance techniques are constructed through language.

Key words: Lifelong learning, governmentality, genealogy, critical discourse analysis

3RD KEYNOTE: XAVIER PONS, ASSOCIATE PROFESSOR AT UNIVERSITY PARIS-EST CRÉTEIL, "THE FRENCH STATE REGULATION OF EDUCATION THROUGH THE PRISM OF EVALUATION AND ACCOUNTABILITY POLICIES: NEOCORPORATISM AND COGNITIVE "STATIZATION"

This lecture will be based on four research studies conducted since 2004 on evaluation and accountability which all allow to question the current transformations of the State regulation in a context of a complexifying governance of the French education system. For the purpose of the seminar, they will be presented as four "cases of research". For each of them, a specific finding of the research will be highlighted before proceeding to methodological, theoretical and reflexive remarks about the research and also further findings.

The first case analyses the reception of Pisa in the French policy debate between 2001 and 2009 and the translations of international messages according to domestic policy configurations. The second one compares the form taken by the State regulation in school evaluation policies in four European countries to go back to the French possible particularities. The third one focuses on the methods of investigation of French national evaluators and their ability to produce specific State science. The last one analyses the forms and the dynamics of the reforming cognitive activity required by the implementation of a specific accountability policy in France, that of "outcomes-based steering".

These studies exhibit two common features. Methodologically, they are all based on qualitative methods of research: semi-structured interviews, analysis of specific documentary corpuses, survey of professional, institutional and scientific literature and, when possible, observations of evaluation procedures. Theoretically, contrary to studies stressing the progressive withdrawal of State power due to globalization, Europeanization and the dissemination of

transnational doctrines (such as New Public Management or accountability policies), these cases all show how this State power is currently retraining, leading both to a neocorporatist regulation of the French education system and to a specific cognitive “statization” of its governance.

4TH KEYNOTE: POSTDOCTORAL RESEARCHER JOHANNA KALLO ON “REVISITING THE RESEARCH ON OECD THEMATIC REVIEWS OF TERTIARY EDUCATION - RETROSPECTS AND PROSPECTS”

PAPER SESSION II

Junghyun Yoon: “What was told and what was not told by Pisa – Based on Pisa 2012 Reports”

After the OECD announced PISA 2012 results, the attention of mass media was concentrated on the scores and league table. PISA, the worldwide student assessment targeting 15-year-olds, has immensely influenced discourses regarding national education policies and public opinions on education. The media and public opinions have actively responded to the academic success or failure which has been formulated by PISA results. PISA has also created stream of comparison and competition surrounding nations’ academic achievement. Thus, it has been utilized as a crucial basis for maintaining or discarding the direction of national education policies.

In this background, this paper raises one question; are Korean and Finnish adolescents, who maintained top in PISA for the last decade, happy? It investigates Korean and Finnish students’ affective domains regarding their quality of school life, which is my doctoral thesis research topic. Secondly, it analyzes emphasis on the East Asian countries’ superior outcomes which was revealed in PISA 2012 reports, and the power of PISA influencing the direction of national educational policy in Japan, Finland and Korea. Lastly, it problematizes the intrinsic limit of the standardized test. Thus, this paper aims at going beyond what was told, but also gazing and inferring what was not told by PISA results.

The material includes PISA 2012 reports in focus, the full report volume 3 (Students’ engagements, drive and self-beliefs), and PISA 2012 database. In addition, tones of arguments in Korean and Finnish daily newspaper reports and OECD’s education news (OECD – education – what’s new) are analyzed.

Key words: OECD-PISA, quality of school life, educational policy, education discourse

Claire Dupuy and Xavier Pons, “Much ado about nothing? Accountability in French education policy”

This paper deals with accountability measures in French education policy and their development over time. Since the 1990s, various accountability tools were introduced but they did not trigger the development of a systematic, highly formalised and cohesive accountability policy. To explain why this is the case, the paper investigates the features of the accountability instruments and looks at their connection to other traditionally powerful modes of regulation of the education system in France.

Hélène Buisson-Fenet, “From school accountability fuzziness to school leadership paradox. How to be a «professional» head teacher in France?”

Most of the research studies on school leadership propose a social-psychological characterization of its determining factors and its effects on the motivation of teachers and, more widely, on school performances. Yet, the data from the diverse qualitative studies we have conducted, during which we had the opportunity to question head teachers, show that they put forward organizational factors that have a continuous effect "from the bottom" (school climate, reactivity from local teacher unions, relationships between teachers and parents’ representatives) and "from the top" (the size and the reputation of the school, the support of the hierarchy, the coherence of the administrative team...), much more than their personal ability as the major stimulants of school development. In that case, what is the meaning of leadership?

DAY 2, TUESDAY 17TH JUNE / RESEARCH ON EDUCATIONAL PRACTICES, CHOICES AND PATHWAYS: COMPARATIVE AND NATIONAL PERSPECTIVES

5TH KEYNOTE: ASSISTANT PROFESSOR TERO JÄRVINEN: “TRANSITION FROM EDUCATION TO WORK IN THE AGE OF UNCERTAINTY: THE CASE OF FINNISH YOUNG PEOPLE NOT IN EDUCATION, EMPLOYMENT OR TRAINING (NEET)”

6TH KEYNOTE: AGNÈS VAN ZANTEN, SENIOR RESEARCH PROFESSOR, “INSTITUTIONAL AND MARKET INFLUENCES ON HIGHER EDUCATION CHOICES”

PAPER SESSION III

Alice Olivier, “Male students in ‘female’ study tracks: Atypical higher education choices and the (re)definition of masculinities”

Much research has been carried out on the differences between study choices of girls and boys at different steps of their schooling, showing how influential gender norms are. On the contrary, few studies have examined “atypical” choices, particularly among boys. Yet, such choices may be a strategic point for observing gender norms. Which factors encourage male students to choose “female” tracks in higher education? How does this choice and their experience in the track (re)define their ways of behaving as “men”? Drawing on concepts and tools from the sociology of education, the sociology of professions and gender studies, this paper will present the framework, the hypotheses and some preliminary results of an ongoing qualitative research project on male students in highly feminized tracks of the French higher education system: midwifery and social work.

Anne-Claudine Oller, “The higher education choices of elite students: General trends and customized career counselling”

This communication is based on a post-doctoral research on students’ aspirations and choice processes to higher education, coordinated by Agnès van Zanten and funded by Sciences Po (LIEPP). The study is based on a two-year monographic work in a prestigious and high-achieving public secondary school. Using data collected through a qualitative methodology (observations of teachers’ conferences, “personal interviews” between students and their head teachers, interviews with ten sixth-form students, interviews with seven sixth-form head teachers of sixth forms, as well as interviews with management staff of the college), we will track in this presentation a cohort of students as a way to highlight the different ways students build their higher education projects.

Although the case of this very prestigious school can give the illusion of strong similarities in course choices between students (70% of them are heading towards an elite preparatory class to enter the “grandes écoles”), we found that head teachers and administrative staff actually closely adjust each student profile to a precise type of higher education institution. The adoption of a microsociological perspective on university choices in fact allows us to provide a more complex interpretation of these processes and to underscore the specific choice strategies made by students who do not meet the academic criteria needed to access elite higher education.

Mathieu Ichou, “The roots of educational inequality: The Role of immigrant parents’ pre-migration experiences on their children’s academic trajectories in France and England”

While sociologists of migration have long recognized the importance of considering migrants both as immigrants and emigrants, the sociology of children of immigrants at school tends to focus its explanations exclusively on immigrants post-migration characteristics. In this presentation, based on my doctoral research, I argue that analyzing immigrant parents’ pre-migration experiences and dispositions is essential for understanding their educational practices, relationship to knowledge, expectations and, in turn, their children’s academic trajectories. My findings are grounded in more than 80 in-depth biographical interviews carried out in France and England with Chinese and Turkish immigrants and their children. I show that three main features of immigrants’ pre-migration experiences prove to be especially significant in affecting immigrant children’s academic trajectories through processes of family socialization: 1) the role of education in immigrants’ decision to emigrate; 2) immigrants’ school experiences in their country of origin; and 3) immigrants’ subjective social status, which is largely based on their pre-migration social position.

Suvi Jokila, “Distinctiveness’ of the recruitment and selection of university degree students from abroad: the case of Finnish strategies for internationalization” (with Kallo, Johanna & Mikkilä-Erdmann, Mirjamaija)

Finnish universities are experiencing growing pressures to internationalize their campuses. One mean to achieve this aim is to welcome a growing number of international students especially to degree programmes. As the potential degree students from abroad are not expected to be as aware of the study opportunities in the Finnish universities as the domestic students, special recruitment measures are needed to increase the awareness of the Finnish education opportunities. Therefore, the aim of this presentation is to analyze the recruitment policies and practices from the perspective of Finnish government. Furthermore, special features in the student selection of university degree students from abroad can be identified due to e.g. differences in prior qualifications. This presentation also analyzes the selection policies and practices attached to students from abroad from the perspective of equality of access. The key analyzed documents are internationalization of higher education strategies (n=2) from the Ministry of Education and Culture. In addition, legislative framework for student recruitment and selection is explored. The data are analyzed with discourse analysis and theoretically driven content analysis.

Key words: university, degree student, internationalisation, recruitment, selection

Jenni Tikkanen, “What does the future hold? Students’ intrapersonal resources and future worries in different family and school contexts”

In late-modern societies, young people planning their pathways through education and into the labour market are faced with multiple choices and possibilities but also a number of risks and uncertainties. Expansion of education has increased opportunities and participation in education (Müller & Wolbers 2003) while at the same time also the complexity of educational choices and labour market consequences has proliferated (OECD 2003, p. 46). While ‘neoliberalised’ education continues to contribute to the reproduction of social inequalities and structuring the life courses unequally (Apple 2007) it also emphasizes individual responsibility for making rational and successful decisions (Bansel 2007) in the complex jungle of potential choices and consequences. Alongside with these increased demands posed on individuals, transition from education to work has become more protracted, fragmented and less predictable (Furlong & Cartmel 2007) and for many young people the future is uncertain and they worry about failing to make the right choices (Lindfors, Solantausta & Rimpelä 2012).

In this paper, the theoretical concept of identity capital (Côté 2002; 2005) is employed. Identity capital can be defined as certain personal resources, such as an agentic personality and available parental support and investment, crucially important for effective functioning within and between institutions and in making decisions about the life course (Côté 2002). The aim here is to examine whether familial resources affect the self-esteem related components of the identity capital differently in different socio-demographic contexts. Also the way in which identity capital is connected to students’ future worries is examined. The survey data (N = 628) was collected in three large cities (Helsinki, Turku, Tampere) within a European research project GOETE in 2010. The sample is stratified according to the school context and the level of socio-economic disadvantage within the school and its catchment area. Together with more basic statistical methods, structural equation modelling (SEM) is applied in the analysis.

Keywords: Identity capital, self-concept, parental support, polarisation of education, SEM

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7TH KEYNOTE: SÉVERINE KAKPO, ASSOCIATE PROFESSOR AT UNIVERSITY PARIS 8, “THE CHILDREARING PRACTICES OF PARENTS WHO ARE TEACHERS IN FRANCE”

This presentation focuses on the childrearing practices of educated middle-class parents, specifically parents who are teachers. Using qualitative data from a fieldwork in progress (interviews and observations of the daily life of parents

and children), it focuses on how these parents shape and structure, in a partially conscious way the learning experience of their children in order to enhance their development and maximize their potential. The study of these educational practices is expected to contribute to explaining the frequent academic and social success of the children of teachers in France.

8TH KEYNOTE: HEIKKI SILVENNOINEN, PROFESSOR, DEPARTMENT OF EDUCATION, UNIVERSITY OF TURKU: “THE UNEQUAL DISTRIBUTION OF EMPLOYER-PROVIDED TRAINING. EMPIRICAL FINDINGS AND SOCIOLOGICAL CONCEPTUALISATIONS”

Learning and training opportunities are seen as crucial features of meaningful and motivating work. Especially young generations expect that they can develop themselves and their skills in the work. Learning and training opportunities indicate the quality of work.

The aim of this paper is to analyse the differences in learning and training opportunities, and in actual participation in employer-provided training (in-company training, in-service training, personnel training). Which employee groups are trained the most? And who are those who do not participate in workplace training at all and who lack the learning opportunities? How does the quality of work of the two groups differ from each other? Employer-provided training has been theorized mainly by economists (originally Gary S. Becker [1964] *Human Capital*; Jacob Mincer [1962] *On the job training: Cost, returns, and implications*.) In economical literature employer-provided training has been conceptualized as human capital. Today when skills are the most important single asset an employee has in the labour market, sociological theorizing on employer-provided is needed. How should employer-provided training be conceptualized and theorized in relation work place hierarchies and class structure (e.g. Bourdieu)? What kind of capital workplace training is? The question is about class based skill strategies (of employers and the employees).

The empirical data used in the study are *The Adult Education Surveys by Statistics Finland* (Fin-AES). Statistics Finland has conducted five surveys concerning participation in adult education. Adult education surveys study not only participation in education and learning and skills among the adult population; in addition, they produce data about people's opinions and experiences of adult education, their motivations and willingness and need to participate in it, and obstacles to and preconditions for it. The data from the survey are based on face-to-face interviewing of a sample of more than 5 000 people. The survey 2012 was a part of a European co-operative project co-ordinated by the Statistical Office of the European Communities (Eurostat).

In international comparison the participation rate in employer-provided training is very high in Finland. Finnish employers train about half of their staff every year. What is typical for Finnish workplace training is its uneven distribution among employees. In the long run the participation in employer-provided training has grown. However, the differences in participation between levels of hierarchy (social classes) have been remarkably persistent. The differences have not diminished at all in 30 years.

PAPER SESSION IV

Sini Kuusela, “The social backgrounds, resources and realities of Finnish PhD students – Bourdieuan perspectives on doctoral education”

There are over 19 000 PhD students in Finnish universities. During the last twenty years the number of students has tripled and the completed PhD degrees quadrupled. PhD students comprise a significant part of the academy since a large proportion of academic research is conducted by them. Students carry out their studies in varying conditions in terms of funding, working, guidance, as well as with different motives and aspirations. Moreover PhD population is very heterogeneous due to different sociocultural backgrounds and resources.

This presentation is based on ongoing doctoral thesis which examines the social backgrounds, resources and realities of Finnish PhD students in the context of new HE policy and changing doctoral education. The presentation reflects on the usability of concepts of Bourdieu (e.g. field, capital, habitus and practice) to examine the field of doctoral

education and the motives, aspirations and experiences of PhD students. My hypothesis is based on the premise that the success in academia is not solely dependent on individual cognitive skills or motivation, but on other factors such as person's sociocultural heritage. In order to succeed one must be able to make the right choices, know how to network with the right people, understand and accept the norms, expectations and practices of doctoral education and be able to feel being in the right place - i.e. possess the right kind of academic habitus. As Gopaul (2011) states "The force of cultural capital can be seen in who gets into doctoral programs, who gets what within doctoral education, and who gets known by the end of the doctoral process".

Data for this study comes from a large survey to be collected from PhD students studying in doctoral programs in various disciplines in six (both "elite" and "non-elite") universities. Survey consists of questions concerning students' childhood home and parents' socio-economic status, HE choices and study success, motives for pursuing PhD and experiences during the PhD process (financing, employment, guidance, publishing, internationalization and future prospects).

Key words: doctoral students/PhD students, social backgrounds, resources, doctoral education

Géraldine Farges, "From academic to social success? The case of children of teachers"

This presentation will examine both higher education students' choices and parents' educational practices, focusing on teachers as parents and on their children's achievement. The educational success in France of children of teachers in primary and secondary schools has been recently demonstrated. However the conversion of this academic success into professional or social achievement has not been particularly investigated. Do teachers, as parents, provide their children with all the conditions necessary for social achievement? If they supply their children with academic resources, they may not provide them with other resources that make a difference for entry the job market (such as economic, social or material resources). Using recent French data on employment (Enquêtes Emploi, INSEE), we examine the pathways of teachers' children in higher education and patterns of entry into the labour market.

Carole Daverne, "Atypical school careers. Teachers' children, poor school performance and parental over-involvement"

Drawing on knowledge of 'accidents of sociological causality', namely the case of children of teachers who experience problems or fail at school, we re-examine the 'self-evident'-ness of expected situations but without calling into question the statistically verified fact that children from more favoured social backgrounds are endowed with a social and cultural capital that can be turned to greater advantage at school than that of children from less favoured backgrounds. Our qualitative study, conducted from a perspective that takes into account both actors' capacity to choose and social determinants, investigates the mobilisation of academic capital in and around school: the degree of pressure and constraint exerted by parents; the importance they attach to 'good behaviour' in the sense of effort and autonomy; and the moral and emotional support they provide. It takes account of the configuration of the interdependency relations within which young people grow, their relationship to knowledge and to teachers and their experiences at school. We show that, while some youngsters are able to sidestep the most established social laws, their school careers can be recast with their parents' assistance to fit the prevailing circumstances and are the object of socially situated negotiations and compromises.

PAPER SESSION V

Sonja Kosunen and Clément Rivière, "Urban practices of children and school choice: A comparison between Espoo, Milan and Paris"

In spite of a fruitful dialogue between urban research and the sociology of education, school choice research in Europe has mainly focused on the governance of choice, social class practices, quality of teaching, peer group composition or school reputation, and often disregarded the urban dimension surrounding the school and impacting the parental choice. While sociology and geography have shown that urban practices of children are a general concern for parents, this paper aims to widen the perspective by looking deeper into the role of children's urban practices in shaping the process of school choice. Based on an ex-post comparison of two different research designs and three different urban, national and institutional contexts, the data consists of semi-structured interviews with parents (n=174) of children

aged 8-14 living in Espoo (Finland, n=96), Milan (Italy, n=43) and Paris (France, n=35) and is analysed through qualitative content analyses.

Anna-Kaisa Berisha, “Composition of urban school classes in Finland: Do schools segment along pupils’ school achievement, gender and ethnicity?” (with Piia Seppänen, University Researcher, University of Turku)

It is constantly repeated as ‘an official truth’ in the literature that the Finnish comprehensive school system does not set or stream pupils on basis of ability. However, recent studies show an opposite observation: the streaming of pupils is overt in Finnish cities due to so-called classes with a special emphasis. They select their pupils and are allowed to do so on the basis of the pupil’s aptitude on an emphasized subject that is taught typically more than the core curriculum requires. These pupil selection policies are tied to parental choice policies that each local authority runs. In this paper it is explored in the context of one city 1) do intakes of schools and particularly their various classes differ in terms of pupils’ school performance, gender and ethnicity and 2) are these connected to each other and to the selectiveness of a class.

The division of school classes in the Finnish comprehensive schooling system is studied in a case city, Turku. First, pupil registry data of one age cohort of 13-year-olds at the end of their school year 7 is used. The focus is on mainstream schools and all of their classes (n 1430). The data includes information about which school (n 14) and class (n 65) each student attends, his/her average of the latest school certificate numbers, gender and mother language. Secondly, documents of pupil admission policies produced by schools and municipality are used to define selectiveness of each class. With cross tabulations and variance analysis it is analyzed how differences as well as similarities in composition of pupil achievements, gender and ethnicity vary, relate to each other and to selectiveness of a class.

Key words: comprehensive schooling, school choice policies, school achievement, gender, ethnicity

Sari Silmäri-Salo, “The construction of families’ school choice strategies in discourses and agencies of mothers’ in on Finnish schooling context”

It has been argued that school choice would privilege some groups of families over others. The central concern of researchers has been that especially middle-class families, with greater social and cultural capital than working-class families, will be utilizing school choice to their class advantage. Also in Finland increasing options and pressures to choose between and inside comprehensive schools challenge especially urban families to form preferences over schools and take actions for applications. School-choice-policies have been applied to publicly run comprehensive school system of Finland since the mid 1990’s and they have gradually reduced the principal of neighbourhood schooling in cities.

My paper will be based on my forthcoming doctoral theses of parental school choices in one Finnish schooling context. The purpose of my theses is to research how families’ school choice strategies are constructed in discourses and agencies of mothers and what kind of cultural and social resources and educational values are intertwined with these strategies. Based on in-depth interviews conducted with the 6th graders’ mothers (f=87) my study argues that even though many parents think that a local school is good enough for their child, some of the parents, especially with higher cultural and social resources, seem to want more possibilities to choose and freedom to define themselves what is the best place for their child. These parents are considering and evaluating their possibilities when they are seeing suitable emphasized groups/classes in local or non-local schools for their children or they are highly goal-driven to get their child to another school than the local one, while the other part of the parents settles for the decisions defined by a local policy. With the help of this study it is possible to get a better understanding of the choice mechanisms from an individual level to policy one.

Key words: Comprehensive schooling, local school choice policy, parental school choice strategies

KEYNOTE SPEAKERS

Tero Järvinen, Assistant Professor Center for Research on Lifelong Learning and Education (CELE) and Department of Education, University of Turku. The primary areas of research interests include educational choices and transitions as well as educational and social exclusion of young people. Currently involved in the project, in which young people's views on education and educational transitions are compared in 12 countries in Europe, Australia, North America and China (International Study of City Youth www.iscy.org). Recent publications in English include: Institutional framing and structural factors relating to educational access (2014) European Education (forthcoming) (Together with A. Biggart & M. Parreira do Amaral); Dropout and Completion in Upper Secondary Education in Finland (2011). In: S. Lamb, E. Markussen, N. Sandberg & J. Polesel (eds.) School Dropout and Completion. International Comparative Studies in Theory and Policy. Dordrecht: Springer, 215-232 (Together with R. Rinne).

Arto Jauhiainen, Professor, Center for Research on Lifelong Learning and Education (CELE) and Department of Education, University of Turku. His current research interests are sociology of higher education, higher education policy, especially governance of academic work. Recent publications in English: "In the shifting sands of policy – University academics' and employees' views and experiences of Finnish new higher education policy." In: Sakari Ahola, David M. Hoffman 2012 (eds.) Higher education research in Finland. Emerging Structures and contemporary issues. University of Jyväskylä. Finnish Institute for Educational Research (together with Risto Rinne). "Fabrications, time-consuming bureaucracy and moral dilemmas. Finnish university employees' experiences of the governance of university work." Higher Education Policy (2014). (forthcoming, together with Annukka Jauhiainen, Anne Laiho, Anne & Reeta Lehto). "Surviving in the ruins of university? Lost autonomy and collapsed dreams in Finnish transition of university policies" (2014). Nordic Studies in Education (forthcoming, together with Risto Rinne and Jenni Kankaanpää)

Séverine Kakpo is Associate Professor at the University of Paris 8, researcher at CIRCEFT-ESCOL and associate researcher at the OSC (Sciences Po). Her main areas of interest in terms of research are related to the construction of inequalities in school and to the educational practices of lower and middle-class families. She has published in 2012 : *Les devoirs à la maison. Mobilisation et désorientation des familles populaires*, Paris, PUF.

Johanna Kallo, Postdoctoral Researcher Center for Research on Lifelong Learning and Education (CELE) and Department of Education, University of Turku. Special areas of interest e.g. comparative education, international organisations, education policy, higher education. Together with Professor Mirjamaija Mikkilä-Erdmann, she is a co-leader of the project "Developing international master's degree programmes in five Finnish universities" and together with Professor Risto Rinne, she is responsible for the Chinese case study in the project "Transnational Dynamics in Quality Assurance and Evaluation Politics of Basic Education in Brazil, China and Russia (BCR) 2014-2017". Her newest project on "Governance of Higher Education through OECD Future Scenarios" starts in 2015. Her recent publications include: Kallo, J. (2009), "OECD Education Policy. A Comparative and Historical Study Focusing on the Thematic Reviews of Tertiary Education", Research in Educational Sciences, No. 45, Finnish Educational Research Association, Helsinki; Kallo, J. (2012). Temporal Comparisons and Change in Higher Education. In Kivirauma, J., Jauhiainen, A., Seppänen, P. & Kaunisto T. (Eds.); Kallo, J. (2014). Theoretic-methodological considerations for comparing the Chinese and Finnish higher education systems. In Y. Cai & V. Kohtamäki (Eds.)

Christine Musselin is the Dean for Research at Sciences Po and a member of the Centre de Sociologie des Organisations, a research unit of Sciences Po and CNRS. She leads comparative studies on university governance, public policies in higher education and research, state-universities relationships and academic labour markets. Her book, *La longue marche des universités françaises* published by the P.U.F in 2001 has been edited in English (*The Long March of French Universities*) by Routledge (2004). A new book, *Le marché des universitaires, France, Allemagne, Etat-Unis* was published in November 2005 by the Presses de Sciences Po and edited in English by Routledge in 2009. She has been a DAAD fellow in 1984-1985 and a Fulbright and Harvard fellow in 1998-1999.

Xavier Pons is Associate Professor at the University of East-Paris Créteil (UPEC), member of the Laboratory of research on governance (Largotec) and associate researcher at the "Observatoire Sociologique du Changement", Sciences Po Paris. Member of several international comparative research projects since 2006, he works mainly on the transformations of the governance of education systems in France and in Europe, especially through evaluation, with a special focus on the role of policy tools, professional groups, knowledge and discourses in the policy process. He

recently started to work on the shaping of policy debates and the role of media in the fabrication of education policy problems. Recent publications (in English) include: *School Evaluation Policies and Educating States. Trends in Four European Countries*, Brussels, Peter Lang, 2014 (with Hélène Buisson-Fenet); "Going Beyond the "PISA Shock" Discourse. An Analysis of the Cognitive Reception of PISA in Six European Countries (2001-2008)", *European Educational Research Journal*, Vol. 11, n°2, June 2012, p. 207-227.

Risto Rinne, Professor and director of the Center for Research on Lifelong Learning and Education (CELE) and Department of Education, University of Turku. Director of Doctoral Programme KEVEKO of the University of Turku and of the Finnish Doctoral Training Network KASVA. Main research areas: sociology of education, politics of education, comparative education, history of education. Recent publications include *The Paradox of Educational Race – How to win the ranking game by sailing to headwind* (2013) *Journal of Education Policy* 28 (5), 612-633 (Together with H. Simola, J. Varjo & J. Kauko); *Changing Spatial and Social Relations in Education in Europe*. (2011) in J. Ozga, P. Dahler-Larsen, C. Segerholm & H. Simola (Eds.) *Fabricating Quality in Education – Data and governance in Europe*. London: Routledge, 11-18. (Together with M. Lawn & S. Grek); *Education Politics and Contingency: Belief, status and trust behind the Finnish PISA miracle*. (2011) In M. A. Pereyra, H.-G. Kotthoff & R. Cowen (Eds.) *PISA under Examination: Changing knowledge, changing tests, and changing schools*. Rotterdam: Sense Publisher, 225-244. (Together with H. Simola); *Changing the Tide of Education Policy in Finland: From Nordic to EU Educational Policy Model*. (2009) In D. Hill (Ed.) *The Rich World and the Impoverishment of Education –*

Diminishing Democracy, Equity and Workers' Rights. New York & London: Routledge. (with J. Kivirauma & P. Seppänen).

Heikki Silvennoinen, Professor, Center for Research on Lifelong Learning and Education (CELE) and Department of Education, University of Turku. The primary fields of research and expertise include sociology of adult education and lifelong learning; evaluation of education, evaluation policies, research on evaluation; education policy and governance, educational governing; mechanisms and effects of education and education system; selection in education and labour market, marginalisation. Editor-in-Chief in *Finnish Journal for Adult Education (Aikuiskasvatus)*.

Agnès van Zanten is a senior research professor working for the *Centre National de la Recherche Scientifique* at Sciences Po, Paris. Her main research areas are class and education, elite education, transition to higher education, school choice, the effects of competition and school mix on schools and educational policies. She is also interested in qualitative research methods and international comparisons. She has published extensively on these topics in French and English. Her last two books, published at Presses Universitaires de France in 2009 and 2013 are *Choisir son école. Stratégies familiales et médiations locales* and, *Les marches scolaires. Sociologie d'une politique publique d'éducation* (with G. Felouzis and C. Maroy). She is presently preparing one original book and one edited collection on elites and education and directing two research projects on 'Transition to higher education. The role of policies, institutions, markets and networks' and 'Accountability and governance of education in France and Quebec' (with C. Maroy).

SESSION PRESENTERS

Annabelle Allouch is a Postdoc fellow in Sociology at Sciences Po Paris. A visiting Dphil student at Oxford University in 2008-2009, her doctoral dissertation dealt with the implementation of widening participation schemes and their consequences on elite education, in a comparative perspective between France and England. She has published several articles on this topic with Philip Brown, Hélène Buisson-Fenet, Sally Power and Gerbrand Tholen in the *British Journal of Sociology*, *Research in Social Stratification* and *International Studies of Sociology of Education*.

Jérôme Aust is a political scientist, junior researcher at Sciences Po (Centre for the Sociology of Organizations, CNRS). He works on the evolution of French higher education and research policies in historical perspective. Since 2010, he is the P.I. of a research project, entitled "Who Governs Science?" funded by the French research council. The project seeks to understand the evolution of the governance of research policies since the beginning of the 1960's in France.

Anna-Kaisa Berisha is a Doctoral Candidate at the Center for Research on Lifelong Learning and Education (CELE) and the Department of Education, University of Turku. Her research interests include school choice policies and urban spatial segregation. She is currently involved in the Nordic Centre of Excellence (NCoE) Justice through education in the Nordic Countries (JustEd) research network. She completed her M. Sc. at the Department of Geography and Geology investigating the spatial distribution of atmospheric pollution. She is also a competent geography and biology subject teacher as well as a primary school teacher.

Hélène Buisson-Fenet is a junior researcher at the Ecole Normale Supérieure of Lyon (Centre National de la Recherche Scientifique, CNRS). Her ongoing interests concern the administrative modernization of education, practices, identities and trajectories of professionals in education and training and local education policies. Recent publications include «Between State and Professions: Roles and Variations of « Expertise in the French Education System » (special issue of *Carrefours de l'éducation*, n°37, 2014 - together with X. Pons) ; « School-linking processes : describing and explaining their role in the social closure of French elite education », *Higher education*, 2012, (together with H. Draelants); « The Europeanization of the French education policy at stake: the contrasted case of external school evaluation », *Politix*, 2012, n° 98 (together with X.Pons)

Carole Daverne is Associate Professor at the University of Rouen (Department of education) and works at CIVIIC (Interdisciplinary centre on values, ideas, identities and skills). Her main research areas are the school experience of students, unusual school careers, educational choices and effects of education policies on students. She is also interested in qualitative research methods. Her recent publications include: with Diane Bedoin, "Effets identitaires et sociaux du changement des politiques éducatives sur les acteurs", *Education et Sociétés* (in press); with Yves Dutercq, *Les bons élèves. Expérience et cadres de formation*, PUF, 2013 ; with James Masy, "Les classes préparatoires aux grandes écoles : entre proximité et prestige", *L'orientation scolaire et professionnelle* (2012).

Claire Dupuy is Assistant Professor in political science at Sciences Po Grenoble/ PACTE, France. She works on multilevel governance and is interested in territorial state transformations and regionalization processes in Western Europe. She studies secondary education policy in France, Germany and Belgium.

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Géraldine Farges is associate professor at the University of Bourgogne and researcher at the Institute for Research in the Sociology and Economics of Education (IREDU). Her research areas are sociology of education, social classes and stratification, and sociology of the teaching profession.

Mathieu Ichou (BA and MA Sciences Po, Paris) is a PhD student in Sociology at Sciences Po, under the supervision of Agnès van Zanten and Anthony Heath. His doctoral research focuses on the academic trajectories of children of immigrants in France and England. His broader research interests include sociology of education, migration and ethnicity, social stratification and inequality, comparative sociology, and quantitative and mixed methodology. His work has been published in high-profile academic presses and journals, including Stanford University Press, Palgrave Macmillan, *Oxford Review of Education* and *Revue française de sociologie*. He will start a three-year position as Postdoctoral Prize Research Fellow at Nuffield College (University of Oxford) in September 2014.

Suvi Jokila is a PhD Candidate in the Centre for Research on Lifelong Learning and Education (CELE) and Department of Education at the University of Turku. Jokila's research interests include the internationalization of higher education and the university student recruitment and selection policies and practices particularly in Finnish and Chinese contexts.

Heikki Kinnari, Doctoral Candidate at the Center for Research on Lifelong Learning and Education (CELE), Department of Education, University of Turku and a member of Nordic Centre of Excellence – Justice Through Education in the Nordic Countries (JustEd). He is preparing doctoral thesis of (the working title) "The Power, Governmentality and Ethics of Lifelong Learning in Finland". Recent publications (in Finnish): Kinnari, H. 2013. Miten elinikäisestä oppimisesta puhutaan? - How is lifelong learning publicly discussed? Aikuiskasvatus 2/2013.

Sonja Kosunen is a fourth year doctoral candidate and research fellow in the Centre for Sociology of Education in University of Helsinki, Finland. Her doctoral dissertation (From class to class. Comparative study on parental choice and school reputations) in the project Parents and School Choice (PASC) is a co-authored combination of articles with Finnish, French and Chilean researchers. She has spent half of her doctoral studies as a visiting PhD-student in Observatoire Sociologique du Changement (OSC) in Sciences Po Paris and in Centro de Estudios de

Políticas y Prácticas en Educación (CEPPE) in the Catholic University of Chile in Santiago.

Sini Kuusela is a second year doctoral candidate at the doctoral program KEVEKO and at the Finnish doctoral training network KASVA. Her research interests include the relationship between social class and access to doctoral study, the influence of family background on educational decision-making processes and aspirations as well as the personal consequences of social mobility. She completed her MA (Education) in 2009. In her master's thesis she studied the experiences of university students with working-class backgrounds using autobiographical stories and interviews as her data.

Alice Olivier is a doctoral student in Sociology at Sciences Po (Observatoire Sociologique du Changement). She works on "atypical" choices and trajectories of male students in the French higher education system. She is also affiliated with INED (French National Institute for Demographic Studies) within the IPOP-project ("Laboratory of Excellence"). At INED, she is part of the research unit "Gender, demography and societies". Her main research interests include sociology of education, sociology of the family, gender studies and qualitative methods.

Anne-Claudine Oller is Associate Professor at Université Paris Est Créteil (UPEC). She also works at the Observatoire sociologique du changement (OSC) and at the Laboratoire interdisciplinaire pour l'évaluation des politiques publiques (LIEPP) at Sciences Po. Her research interests concern private tutoring and students' choices, as well as parental school. She is currently working on a project devoted to reading practices at home and at school.

Clément Rivière holds a PhD in sociology obtained jointly from the OSC (Observatoire Sociologique du Changement, Sciences Po Paris) and the Università degli Studi di Milano-Bicocca. His PhD thesis examined the parental supervision of children's urban practices in contexts of social diversity, on the basis of a comparison between neighbourhoods in Paris and Milan.

Sari Silmäri-Salo is a Doctoral Candidate at the Department of Education, University of Turku. She is interested in family research from the sociological point of view as well as sociology of education. She is finishing her doctoral theses of parental school choices. More specifically, her work examines how families' school choice strategies are constructed in discourses and agencies of mothers in one Finnish local institutional space and what kind of cultural and social resources and educational values are intertwined with these strategies. Sari is involved in

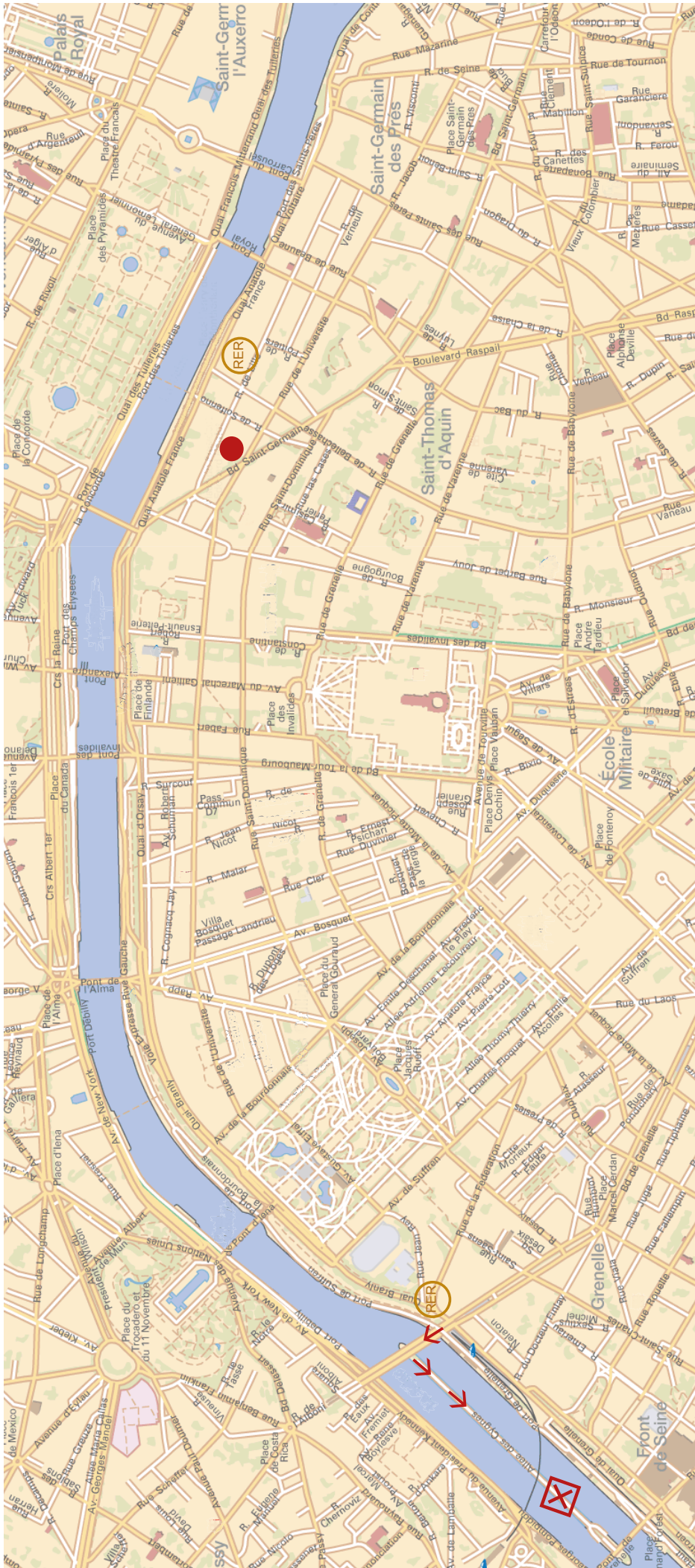
Finnish Family Research Sig -group and in the Nordic research network about parents in education, NORNAPE.

Jenni Tikkanen, M.A., is a doctoral candidate at the Department of Education at the University of Turku. In her doctoral dissertation, she studies the potential effects regional and social polarisation of Finnish lower secondary schools has on ninth grade students' planned educational trajectories and on the views the students have about their own abilities and possibilities with regard to the future. Her other research interests include European educational governance, multiculturalism in Finnish basic education, and parental support for schooling and education.

Junghyun Yoon is a doctoral student at the doctoral program KEVEKO (Educational policy, lifelong learning and comparative education research), Department of education, University of Turku and at the Finnish doctoral training network KASVA. She is working on the doctoral thesis topic 'Quality of school life of adolescents in different educational systems: a comparative study between Finland and Korea. Publication in English: Quality of school life of Korean adolescents focusing on ability-grouping and mixed ability-grouping (2012). University of Turku (Master's degree thesis).

Sanna Niukko (not presenting) holds a PhD in Education and works currently as a doctoral programme coordinator for the two doctoral programmes of the faculty of education, University of Turku: [Doctoral Programme on Educational Policy, Lifelong Learning and Comparative Education Research \(KEVEKO\)](#) and [Doctoral Programme on Learning, Teaching and Learning Environments Research \(OPPI\)](#). In addition, she is the coordinator for [The Finnish doctoral training network on educational sciences KASVA](#). In her PhD (2006) she studied the role the Finnish education policymakers and national policy documents gave to the OECD in the national education policy.

NOTES



Getting to the Capitaine Fracasse: From "Musée d'Orsay" station (RER C line) to "Champ de Mars – Tour Eiffel" station. Leaving RER C station, walk on the Bir-Hakeim bridge, go to the middle of the bridge, then follow the stairs down the Cygnes island ... the boat is there.



OSC - 98, rue de l'Université



Capitaine Fracasse - île aux Cygnes, Pont de Bir Hakeim (Paris 15^e)

