

# Colóquio Internacional

## PERCURSOS ESCOLARES ESTUDANTIS: ACESSOS E PERMANÊNCIAS

### STUDENT SCHOOL JOURNEYS: ACCESS AND PERMANENCES

Instituto de Sociologia, FLUP – 12 e 13 junho 2024

Ana Caetano

Ana Matias Diogo

Benedita Portugal e Melo

Carlos Alonso Carmona

Cédric Hugrée

Chantal Medaets

Fabien Truong

Hustana Vargas

João Teixeira Lopes

José Augusto Palhares

Leonor Lima Torres

Manuela Ferreira

Pedro Abrantes

Teresa Seabra

#### Organização:

**João Teixeira Lopes** (Instituto de Sociologia da Faculdade de Letras da Universidade do Porto)

**Benedita Portugal e Melo** (Instituto de Educação da Universidade de Lisboa)

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**12 de junho** Anfiteatro Nobre, FLUP

**Manhã: Para além da origem, a centralidade dos percursos**  
(Beyond the origin, the centrality of the routes)

**9h45** – Abertura (Opening)

**10h00** – Chantal Medaets (Faculdade de Educação da Universidade Estadual de Campinas, Brasil) – Indígenas e populares: o que pode a sociologia para o estudo de trajetórias de estudantes indígenas no Brasil? (Being Indigenous and Working Class: How Can Sociology Contribute to the Study of Indigenous Students' Trajectories in Brazil?)

**10h30** – Fabien Truong (Université Paris 8, França) – Défier les pronostics ? Perspective ethnographique à long terme sur la « réussite scolaire » des étudiants issus de l'immigration de la classe ouvrière (Defying the odds? Long-term ethnographical perspective over 'academic success' amongst students from working-class immigrant background)

**11h00** – Teresa Seabra (Escola de Sociologia e Políticas Públicas do Iscte – Instituto Universitário de Lisboa, Portugal) – Persistência e mitigação da desigualdade de oportunidades: percursos escolares no ensino básico e secundário em Portugal (Persistence and mitigation of unequal opportunities: school trajectories in primary and secondary education in Portugal)

**11h30** – Ana Caetano (Iscte–Instituto Universitário de Lisboa, CIES–Iscte) – “É só através de nós que caminhamos”: reflexividade, origens, caminhos e destinos (“It is only through us that we walk”: reflexivity, origins, paths and destinations)

**12h00** – João Teixeira Lopes (Instituto de Sociologia da Faculdade de Letras da Universidade do Porto, Portugal) – Reprodução e não-reprodução: os contra-tempos dos percursos escolares (Reproduction and non-reproduction: the counter-timing of school paths)

**12h30** – Debate



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**Tarde: Para além do acesso, a permanência** (Beyond access, permanence)

**15h00** – Hustana Vargas (Faculdade de Educação da Universidade Federal Fluminense, Brasil) – Permanências à luz de um dilema: os tempos dos estudantes vis-à-vis os tempos institucionais (Permanences in the light of a dilemma: students' times vis-à-vis institutional times)

**15h30** – Carlos Alonso Carmona (Universidad Complutense de Madrid, Espanha) – La relación familia-escuela es un proceso: limitaciones de los modelos lineales para analizar la implicación parental (The family-school relationship is a process: limitations of linear models for analyzing parental involvement)

**16h00** – Pedro Abrantes (Universidade Aberta e ISCTE – IUL, Portugal); Leonor Lima Torres (CIED, Instituto de Educação da Universidade do Minho) e José Palhares (CIED, Instituto de Educação da Universidade do Minho) – Desigualdades que persistem e se acumulam: os jovens na escola e fora dela (Inequalities that persist and accumulate: young people in and out of school)

**16h30** – Benedita Portugal e Melo (UIDEF, Instituto de Educação, Universidade de Lisboa, Portugal; Ana Diogo (Departamento de Sociologia da Universidade dos Açores e CICS.NOVA.UAc/CICS.UAc., Portugal) e Manuela Ferreira (Faculdade de Psicologia e Ciências da Educação, Universidade do Porto e CIIE/FPCE, Portugal) – A fabricação do bom aluno na escola primária: resultados de três contextos distintos (The making of the good student in primary school: results from three different contexts)

**17h00** – Debate

**13 de junho** Departamento de Sociologia, FLUP

**10h00** – Cédric Hugrée (Cresppa-CSU, Université Paris 8 Vincennes/Saint-Denis) – L'université Française face à un nouveau régime de sélection scolaire (French university face a new school selection system)

**10h30** – Workshop para equacionar possibilidades de cooperação científica futura (Workshop to discuss possibilities for future scientific cooperation)



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## **Introdução ao colóquio**

This meeting will focus on the importance of the intersection between diachrony and synchrony in school trajectories. Although social origins, in their multidimensionality and intersection (class, gender, ethnicity), are significant predictors, it is no less necessary to take into account the inequalities that are formed throughout student trajectories, as well as their shaping by the projects and mechanisms of anticipatory socialization and reference groups. This is how diachrony (life cycles, bifurcations and crossroads at an individual level, social roles – from student to young person, etc.) and synchrony (in the plurality of contexts, principles, agents and institutions of socialization) intersect. This also brings together the need to consider not only the opening up of study cycles but fundamentally the conditions for the sustainability of long courses, mainly when talking about the working classes. In short, this meeting will be a privileged opportunity for researchers from Brazil, Portugal, Spain and France to exchange knowledge.



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### Notas biográficas dos participantes

**Ana Caetano** is a sociologist, assistant professor at Iscte–Instituto Universitário de Lisboa and an integrated researcher at the Centre for Research and Studies in Sociology (CIES–Iscte). She has worked mainly with biographical approaches to study the relational constitution of biographies, biographical crises, reflexivity and photography. She has also participated in team projects focused on the analysis of student paths and family histories. More recent publications include the book *De viva voz: ecográficos da sociedade portuguesa* (2023, with Anabela Pereira, Sónia Bernardo Correia and Magda Nico, Tinta–da–China), the article "What is left unsaid: Omissions in biographical narratives" (2023, with Sónia Bernardo Correia, *Current Sociology*) and the edited book *Biographical research: challenges and creativity* (2022, with Magda Nico, Routledge).

**Ana Matias Diogo** holds a PhD in Sociology of Education and is an associate professor in the Department of Sociology, Faculty of Social Sciences and Humanities, University of the Azores, currently taking over the course direction of the degree in Sociology. She is also a researcher at the Interdisciplinary Centre for Social Sciences, with the Sociology of Education as her main area of research and particularly interested in the study of inequalities and strategies of families and young people in relation to school, within the framework of public education policies.

**Benedita Portugal e Melo** is a sociologist, assistant professor at the Institute of Education of the University of Lisbon and an integrated researcher at UIDEF. She was Vice–President of the Portuguese Association of Sociology until 2021, and is currently deputy director of the *Revista Sociologia On Line* (Journal of the Portuguese Association of Sociology). She has researched in the field of Sociology of Education, Educational Policies, Sociology of Children and Youth and Sociology of Communication. Currently she is co–coordinating the project *De pequenino se torce o menino*. The fabrication of school success in the early years of schooling. She is the author and co–author of several publications, the most recent being *The internalization of performativity by children: Logics of fabrication of the good student in primary education*. (2023, with Ana Diogo and Manuela Ferreira, *Educ. Soc*); *How to be a good student? From school models to children's points of view*. (2022; with Manuela Ferreira and Ana Diogo, *Portuguese Journal of Education*);



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**Carlos Alonso Carmona** is Assistant Professor in the Department of Applied Sociology at the Complutense University of Madrid (UCM). PhD in Social Sciences (Pablo de Olavide University, UPO), with a thesis on parental involvement in school. He has been a visiting professor at the Interdisciplinary Center for Social Sciences of Leiria (CICS-NOVA). He is Member of the "Research Group on Sociology of Education" (GRISE). He has participated in research projects on education and social mobility, school segregation, educational policies for equity and absenteeism in higher education. His academic interests include family-school relations, educational inequalities, school reforms, the strategies and perceptions of university students, and the theoretical foundation of research techniques.

**Cédric Hugrée** is a sociologist and a Research Fellow in sociology at the French National Center for Scientific Research (CNRS) (member of the Cresppa-CSU). His research focuses on social classes and the role played by higher education in the transformation of working classes and the reproduction of social relations in France and Europe. His dissertation looked at the changes in the schooling and educational and professional careers of education graduates from working-class backgrounds. This research has recently been extended by a study of the emergence of a new educational selection regime at the turn of the 2000s in France (with Tristan Poullaouec, 2022). Several of his recent publications focus on social inequalities on a European scale. With Étienne Pénissat and Alexis Spire, he has mapped the classes and symbolic distances between national social groups in Europe (2020, 2022).

**Chantal Medaets** is Professor of Anthropology at the School of Education of the State University of Campinas (Unicamp), where she coordinates the Center for Research in Anthropology and Education (Ceape, [www.ceape.fe.unicamp.br](http://www.ceape.fe.unicamp.br)). She holds a master's degree in education (2009) and a PhD in Social Anthropology (2015), both from Paris Descartes University (since 2022 Université Paris Cité). Her thesis analyzes non-school transmission and learning practices of riverine and indigenous populations in the Lower Tapajós region, Pará state. In her current research project, she addresses different aspects of the indigenous presence in Higher Education in Brazil, combining ethnographic fieldwork at Unicamp with the analysis of intercultural educational policies for Higher Education at the national level.



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**Fabien Truong** is a sociologist (Ph.D/ HDR), a filmmaker and a writer. He is a member of the Cresppa-CSU in Paris, lecturer at Paris 8 University (Sociology and Anthropology department), former fellow at Princeton's Institute for Advanced Study. Previously, he has been a highschool teacher in the outskirts of Paris (banlieues), in which he is conducting long-term ethnographic fieldworks which have led to several sociology books – including *Des capuches et des hommes* (2013), *Jeunes françaises* (2015), *Loyautés radicales* (2017) and documentary films. His research focuses on urban marginality, youth, schooling and education, juvenile delinquency, social mobility and trajectories, immigration and working class, religiosity and politization, visual sociology. He is codirecting the social sciences book series *L'envers des faits* at La Découverte and is the author of a narrative non-fiction, *La taille des arbres* (2022) and a novel, *Routines* (2024).

**Hustana Vargas** is a Professor at the Faculty of Education and the Graduate Program in Education at the Fluminense Federal University (UFF). She holds a bachelor's degree in social sciences (UFMG) and Law (PUC-Minas), a master's degree in Legal Sciences (PUC-Rio) and in Education (PUC-Rio), a PhD in Human Sciences – Education (PUC-Rio) and a Postdoctoral Degree in Education (UFRJ). Since 2011, she coordinates the Laboratory on Access and Permanence in Higher Education – LAP/UFF. She is also a member of PENESBI (Program for Education on Blacks and Indigenous People in Brazilian Society – UFF) and LAPES (Laboratory for Research in Higher Education – UFRJ). Evaluator of MEC/INEP for Higher Education. She has experience in the field of Sociology, with emphasis on Sociology of Education, Sociology of Professions and Democratization of Higher Education.

**João Teixeira Lopes** is a sociologist and a Full Professor at the Sociology Department of Porto University. He was a member of the Observatory of Cultural Activities (1996–96) and the coordinating team of the National Cultural Policies Report (1985–95). He was one of the programmers of the Porto European Capital of Culture 2001. He chaired the Department of Sociology at FLUP (2011–19) and the Portuguese Association of Sociology (2016–21). He has been the coordinator of the Institute of Sociology of the University of Porto since 2020. He has more than 50 books (alone or co-authored) in the fields of sociology of culture, social inequalities, the city, youth, and education, as well as museology and territorial studies.



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**José Augusto Palhares** is an assistant professor at the Department of Social Sciences of Education of the Institute of Education of the University of Minho, teaching and research activities at this university since 1991. He received her PhD in 2005 from the University of Minho in Education, specializing in Sociology of Education. He has taught several subjects in undergraduate and graduate courses (Teacher Training, Education, Sociology) in the scientific areas of Research Methodology, Sociology of Education, School Organization and Administration, Adult Education. He has successfully supervised numerous internship reports (undergraduate and graduate), master's dissertations and doctoral theses. His research and publishing interests have focused on the sociology of non-school education (non-formal and informal), the sociology of youth and in recent years he has favored a sociological approach to the themes of excellence and school results in Portuguese public schools. He has been part of teams in several research projects, both funded and unfunded.

**Leonor Lima Torres** is an Associate Professor with Aggregation at the Institute of Education of the University of Minho. She is a sociologist and holds a PhD in Educational Sciences, specializing in School Organization and Administration. Her research interests have focused on organizational culture, leadership processes, paths to excellence at school and in the world of work. She is part of several research projects, having coordinated the project Between More and Better School: Academic Excellence in Public Schools funded by FCT. She is Director of the Centre for Research in Education (CIEd) of the University of Minho, Coordinator of the School Organization and Administration specialty of the PhD in Educational Sciences and the master's degree in educational sciences, specialization in Educational Administration. She held the positions of Vice-President and President of the Pedagogical Council of the Institute of Education of the University of Minho between 2013 and 2017.

**Manuela Ferreira** holds a PhD in Educational Sciences and is an associate professor in the Department of Educational Sciences at the University of Porto. She is also a researcher and permanent member of the Centre for Research and Educational Intervention. Her main research areas are the Sociology of Childhood and Sociology of Education, in articulation with Gender Studies, Children's Cultures, Children's Rights and Participation, and privileges qualitative research methodologies with children.



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**Pedro Abrantes** is a sociologist. Between 2002 and 2013, he worked at the Centre for Research and Studies in Sociology and was a guest lecturer at several universities and polytechnic institutes, including research offices at the Universidad Complutense de Madrid and CIESAS (Mexico). He collaborated in the New Opportunities program, coordinated the evaluation of the Educational Territories of Priority Intervention program, and has participated in the External Evaluation of Schools. Since 2013, he has been an Assistant Professor at the Open University, coordinating the observatory of graduate pathways, as well as a research group at the Centre for Global Studies. Between 2016 and 2020, he was a member of the Cabinet of the Minister of Education and, between 2020 and 2022, Deputy Director-General for Education and Science Statistics. He is a member of the Portuguese Society of Educational Sciences and of the Portuguese Association of Sociology, where he coordinated the Sociology of Education section and was a member of the Board of Directors.

**Teresa Seabra** is a sociologist, Associate Professor with Aggregation at the Department of Sociology of the School of Sociology and Public Policy at ISCTE-Instituto Universitário de Lisboa. She has coordinated the Master's Degree in Education and Society for the past 20 years. She has been a researcher at the Centre for Research and Studies in Sociology (CIES) since 1993, where she has been responsible for projects in the field of Sociology of Education, focused on academic performance and family education, with emphasis on families of immigrant origin and their descendants.



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