


Overlook of WP1.2 Education and training

- **Three forms of exclusion dynamics**
 - The first form of exclusion has to do with the access to education.
 - The second form of exclusion with the process of education.
 - The third form of exclusion with the outcome of education.

The analytical framework of Bourdieu

- mechanisms of inclusion and exclusion in the field of education and training can be linked to Bourdieu's relational and conflict-oriented understanding of social fields




The work of Bourdieu is characterized by three recurrent basic principles). These three principles help to explain the (re)production of practices.

These principles are: the concepts of

- habitus,
- capital and
- field

- a field is a network of relationships between positions that exert pressure on the individuals occupying those positions
- Habitus is a collective concept for all durable dispositions that an individual acquires and that function as unconscious schemes of perception, appreciation, and action
- There are four types of capital: economic, cultural, social and symbolic.



The three concepts of Bourdieu provide a theoretical framework that can show us more explicitly how dynamics of exclusion work within the field of education.

- The relation with ‘gender’, ‘age’, ‘social class’, and ‘ethnic background’



Three different sort of SCS according to the way in which these address the dominant rationale.

1. SCS combats exclusion in such a way that the main aim of the SCS is to make the excluded groups adapt to the features of education and training supported by the dominant rationale.
2. SCS where we see a mixture of strategies in which both an adaptation to the dominant rationale plus activities supported by conflicting rationales take place.
3. SCS that operate outside the dominant rationale, supported by alternative rationales, based on the experiences of the excluded groups addressed.

Strategies adaptive to the dominant rationale

- Educational Priority Policies (EPP)
- Education programmes for Roma primary school students in the Czech Republic

A mixture of strategies (adaptive and conflicting rationales)

- Second Chance Schools
- Vocational training for women only

A Strategy outside the dominant rationale

- Community banks for urban shantytown dwellers and rural communities.

Conclusion with respect to the success of SCS

- A top-down approach seems to cause little or no positive change to the social and/or cultural capital of the excluded groups involved.
- A bottom-up approach of initiatives with a multidisciplinary team proved to provide the best conditions for the inclusion of non-qualified young people in a learning situation.
- on the local level a bridge between the dominant rationale and the alternative rationale can have positive results.
- **The best grounding for a SCS is to address excluded groups in a way that promotes a partial or general adaptation to the mainstream rationale, but also leaves room for the integration of (parts of) the alternative rationales.**