



**INCASI** *International Network for  
Comparative Analysis of Social Inequalities*



*Global trends in social inequalities  
in Europe and Latin America  
and exploring innovative ways to reduce them through  
life, occupational and educational trajectories research  
to face uncertainty*

## **Working Paper 3 from Thematic Research 1 to 11**

**Work Package 3  
Deliverable D8**

31 March 2019



European  
Commission

Horizon 2020  
European Union funding  
for Research & Innovation

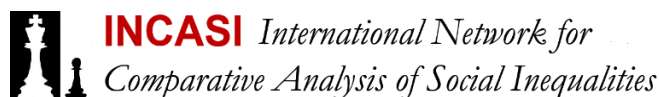
Marie Skłodowska-Curie Actions (MSCA)  
Research and Innovation Staff Exchange (RISE)  
H2020-MSCA-RISE-2015  
GA-691004



This report was elaborated in the context of INCASI Network, a European project that has received funding from the European Union's Horizon 2020 Research and Innovation Programme, under the Marie Skłodowska-Curie, GA No 691004, and coordinated by Dr. Pedro López-Roldán. This report reflects only the authors' view and the Agency is not responsible for any use that may be made of the information it contains.

Report elaborated by the INCASI Academic Commission under Creative Commons License.




INCASI Project: *Global trends in social inequalities in Europe and Latin America and exploring innovative ways to reduce them through life, occupational and educational trajectories research to face uncertainty*



Marie Skłodowska-Curie Actions (MSCA)  
Research and Innovation Staff Exchange (RISE)  
H2020-MSCA-RISE-2015  
GA-691004



This Working Paper is a digital publication under *Creative Commons* licence. You are free to share, copy and redistribute the material in any medium or format. The licensor cannot revoke these freedoms as long as you follow the license terms:

-  *Attribution.* You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
-  *Non Commercial.* You may not use the material for commercial purposes.
-  *No Derivatives.* If you remix, transform, or build upon the material, you may not distribute the modified material.

No additional restriction. You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

## INCASI Academic Commission

- **Pedro López-Roldán**, *Main Coordinator, Institut d'Estudis del Treball (IET), Universitat Autònoma de Barcelona.*
- **Sandra Fachelli**, *Researcher and Task Manager, Grup de Recerca en Educació i Treball (GRET), Universitat Autònoma de Barcelona.*
- **Rafael Merino**, *Responsible Researcher, Grup de Recerca en Educació i Treball (GRET), Universitat Autònoma de Barcelona.*
- **Màrius Domínguez**, *Responsible Researcher, Bienestar, comunidad y control social (COPOLIS), Universitat de Barcelona.*
- **Ildefonso Marqués**, *Responsible Researcher, Departamento de Sociología (DS), Universidad de Sevilla.*
- **Laura Oso**, *Responsible Researcher, Equipo de Sociología de las Migraciones Internacionales (ESOMI), Universidade da A Coruña.*
- **José Saturnino Martínez**, *Responsible Researcher, Departamento de Sociología y Antropología (DSA), Universidad de La Laguna.*
- **Leandro Sepúlveda**, *Responsible Researcher, Centre for Enterprise and Economic Development Research (CEEDR), Middlesex University.*
- **Eriikka Oinonen**, *Responsible Researcher, The Institute for Advanced Social Research (IASR), Tampereen Yliopisto.*
- **Renata Semenza**, *Responsible Researcher, Dipartimento di Scienze Sociali e Politiche (DSSP), Università degli Studi di Milano.*
- **Vincenzo Fortunato**, *Responsible Researcher, Dipartimento di Scienze Politiche e Sociali (DSPS), Università di Calabria.*
- **Julie Jarty**, *Responsible Researcher, Centre d'Etude et de Recherche Travail Organisation Pouvoir (CERTOP), Université de Toulouse Jean Jaurès.*
- **Eduardo Chávez**, *Responsible Researcher, Instituto de Investigaciones Gino Germani (IIGG), Universidad de Buenos Aires.*
- **Agustín Salvia**, *Responsible Researcher, Observatorio de la Deuda Social Argentina (ODSA), Pontificia Universidad Católica Argentina.*
- **Leticia Muñoz**, *Responsible Researcher, Centro Interdisciplinario de Metodología de las Ciencias Sociales (CIMeCS- IdIHCS), Universidad Nacional de La Plata.*
- **Patricia Scarponetti**, *Responsible Researcher, Centro de Estudios Avanzados (CEA), Universidad Nacional de Córdoba.*
- **Marcelo Boado**, *Responsible Researcher, Grupo Transición, Educación, Trabajo (TET), Universidad de la República.*
- **Gabriela Rubilar**, *Responsible Researcher, Escuela de Trabajo Social (ETS), Pontificia Universidad Católica de Chile.*
- **Paulina Benítez**, *Responsible Researcher, Departamento de Trabajo Social (DTS), Universidad de Concepción.*
- **Emmanuelle Barozet**, *Responsible Researcher, Centro de Estudios de Conflicto y Cohesión Social (COES), Universidad de Chile.*
- **Graziela Perosa**, *Responsible Researcher, Escuela de Artes, Ciencias y Humanidades (EACH), Universidade da São Paulo.*



## Index

|   |    |
|---|----|
| 1. GENERAL OVERVIEW   | 7  |
| 2. INNOVATION IN THE INCASI PROJECT   | 12 |
| 3. THEMATIC AXIS 1: INEQUALITIES IN THE LABOUR MARKET AND LABOUR TRAJECTORIES       | 18 |
| 3.1. Substantive contributions  | 18 |
| 3.2. Innovation   | 19 |
| 3.3. Summaries of reports   | 20 |
| 4. THEMATIC AXIS 2: ASYMMETRIES IN THE RELATIONSHIP BETWEEN TRAINING AND EMPLOYMENT | 34 |
| 4.1. Substantive contributions  | 34 |
| 4.2. Innovation   | 35 |
| 4.3. Summaries of reports   | 36 |
| 5. THEMATIC AXIS 3: INEQUALITIES IN WORK AND FAMILY LIFE                            | 38 |
| 5.1. Substantive contributions  | 38 |
| 5.2. Innovation   | 40 |
| 5.3. Summary of the main contents   | 40 |
| 6. THEMATIC AXIS 4: EDUCATIONAL INEQUALITIES  | 41 |
| 6.1. Substantive contributions  | 41 |
| 6.2. Summaries of reports   | 41 |
| 7. THEMATIC AXIS 5: GEOGRAPHICAL AND SOCIAL INEQUALITIES: ETHNICITY AND LANGUAGE    | 48 |
| 7.1. Substantive contributions  | 48 |
| 7.2. Innovation   | 50 |
| 7.3. Summary of the main contents   | 50 |
| 8. THEMATIC AXIS 6: SOCIAL INEQUALITIES, MIGRATION AND SPACE                        | 51 |
| 8.1. Substantive contributions  | 51 |
| 8.1.1. <i>Social inequalities</i>   | 51 |
| 8.1.2. <i>Migration</i>   | 53 |
| 8.1.3. <i>Space</i>   | 53 |
| 8.1.4. <i>Other themes related to axis 6</i>  | 53 |
| 8.2. Other Pillars  | 54 |
| 8.2.1. <i>Pilar 2. Methodology</i>  | 54 |
| 8.2.2. <i>Pilar 3. Social policies</i>  | 54 |
| 8.2.3. <i>Pilar 4. Gender</i>   | 55 |
| 8.3. Innovation   | 55 |
| 8.4. Summary of the main contents   | 55 |
| 9. THEMATIC AXIS 7: UNCERTAINTY, STRATEGIES, RESOURCES AND CAPABILITIES             | 55 |



|   |    |
|---|----|
| 9.1. Substantive contributions  | 55 |
| 9.1.1. <i>Mobility and social inequality</i>  | 56 |
| 9.1.2. <i>Education and social inequality</i>   | 57 |
| 9.2. Other thematics and pillars  | 58 |
| 9.2.1. <i>Gender</i>  | 58 |
| 9.2.2. <i>Thematic axe 7 and migration</i>  | 59 |
| 9.2.3. <i>Thematic axis 7 and other topics</i>  | 59 |
| 9.2.4. <i>Methodology (Pillar 2)</i>  | 60 |
| 9.2.5. <i>Social policies (Pillar 3)</i>  | 60 |
| 9.2.6. <i>Gender inequalities (Pillar 4)</i>  | 60 |
| 9.3. Innovation   | 60 |
| 9.4. Summary of the main contents   | 60 |
| 10. THEMATIC AXIS 8: INEQUALITY OF OPPORTUNITY: INTERGENERATIONAL SOCIAL MOBILITY   | 61 |
| 10.1. Substantive contributions   | 61 |
| 10.2. Other pillars   | 63 |
| 10.2.1. <i>Methodology (Pillar 2)</i>   | 63 |
| 10.2.2. <i>Social policies (Pillar 3)</i>   | 63 |
| 10.2.3. <i>Gender inequalities (Pillar 4)</i>   | 64 |
| 10.3. Innovation  | 64 |
| 10.4. Summary of the main contents  | 65 |
| 11. THEMATIC AXIS 9. PILLAR 2: METHODOLOGY  | 65 |
| 11.1. Substantive contributions   | 65 |
| 11.2. Summaries of reports  | 66 |
| 12. THEMATIC AXIS 10. PILLAR 3: SOCIAL POLICIES   | 67 |
| 12.1. Summary of contributions  | 67 |
| 12.1.1. <i>Profile of the sample</i>  | 69 |
| 12.1.2. <i>Thematic areas</i>   | 69 |
| 12.1.3. <i>Degree of development of the research</i>  | 69 |
| 12.1.4. <i>Relationship with AMOSIT model</i>   | 69 |
| 12.2. Innovation  | 70 |
| 12.3. Summaries of reports  | 70 |
| 13. THEMATIC AXIS 11. PILLAR 4: GENDER INEQUALITIES   | 74 |
| 13.1. Substantive contributions   | 74 |
| 13.1.1. <i>Social policies and dynamics of gender</i>   | 74 |
| 13.1.2. <i>Gender division of work, productive and reproductive work, reproduction and participation on the labour market</i> | 75 |
| 13.1.3. <i>Gender representations and gender mechanisms in education</i>  | 76 |
| 13.2. Innovation  | 77 |
| 13.3. Summary of the main contents  | 77 |

## 1. General overview

In this third Working Paper we collect again the contributions of researchers from the network as a result of the secondments, following the different research lines of the project, in general, addressed to conduct comparative research in the area of social inequalities between Europe and Latin America.

The INCASI Project works with 11 thematic axes integrated in a substantive model of analysis called the Analytical Model of Social Inequalities and Trajectories (AMOSIT). These thematic axes configure the four pillars of the Project (Table 1).

**Table 1. Pillar and Thematic Axis of the project**

| Thematic axis   | TRG Responsibles |              |
|---|------------------|--------------|
|   | Beneficiaries    | Partners     |
| <b>PILLAR 1: substantive background and explanatory models of social inequalities</b> |                  |              |
| <b>1</b> Inequalities in the labor market and labor trajectories                      | UAB-IET, UNIMI   | UCA          |
| <b>2</b> Asymmetries in the relationship between training and employment              | UAB-GRET         | UdeLaR       |
| <b>3</b> Inequalities in work and family life   | UB, UNICAL       | UNLP         |
| <b>4</b> Educational inequalities   | ULL              | USP          |
| <b>5</b> Geographical and social inequalities, ethnicity and language                 | UTA              | UC           |
| <b>6</b> Social inequalities, migration and space                                     | UDC              | UdeC         |
| <b>7</b> Uncertainty, strategies, resources and capabilities                          | UAB-GRET         | IIGG, UdeC   |
| <b>8</b> Inequality of opportunity: intergenerational social mobility                 | US               | IIGG, UChile |
| <b>TRANSVERSAL PILLARS</b>  |                  |              |
| <b>9</b> Pillar 2: Methodology for the analysis of social inequalities                | UAB-IET          | UdeLaR, UNLP |
| <b>10</b> Pillar 3: Social policies to counteract social inequalities                 | MDX              | UNC          |
| <b>11</b> Pillar 4: Gender inequalities   | UB, TLSE2        | UNC          |

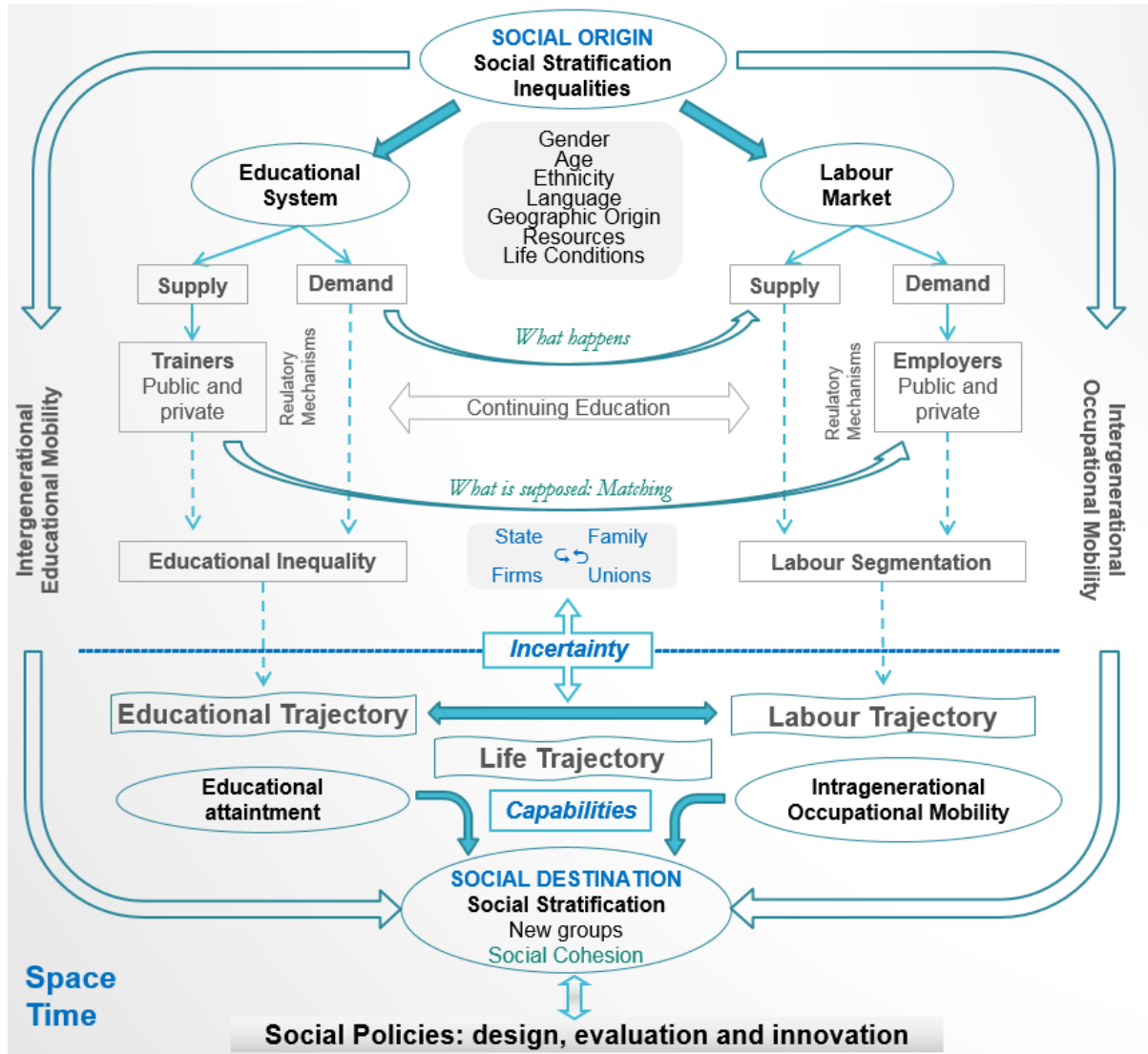
Each thematic axis is coordinated by one or two Principal Responsible Investigators (PRIs) from a European university (Beneficiaries) and from a Latin-American university (Partners), forming 11 Thematic Research Groups (TRGs). The TRGs are subgroups of the general project that work specifically on each line of research, work collectively, and are responsible for carrying out scientific tasks reflected in each work package. The PRIs of each TRG are responsible for ensuring technical progress for the work package's scientific objectives and for preparing the documentation of the thematic axis for each Annual Conference.

The four pillars are conceived from two points of view: that of existing contributions in the literature and contributions of participating research groups; and that of the contribution that the INCASI network can make to each of the Project's themes. This document, as a Working Paper, compiles all the contributions made during the second year of the project.

The thematic axes that guide this project form the general AMOSIT model (Figure 1), which was conceived to facilitate comparative analysis of social inequalities between Europe and Latin America. The model attempts to establish innovative ways of conceptualizing and analysing social inequalities by placing life, labour and educational trajectories—and the strategies associated with these trajectories—at the centre of the analysis. Considering different social, political, economic and cultural contexts, we aim to extract elements for comparison that contribute to the

development of innovative methodologies as well as policy recommendations to fight social inequalities and promote social justice.

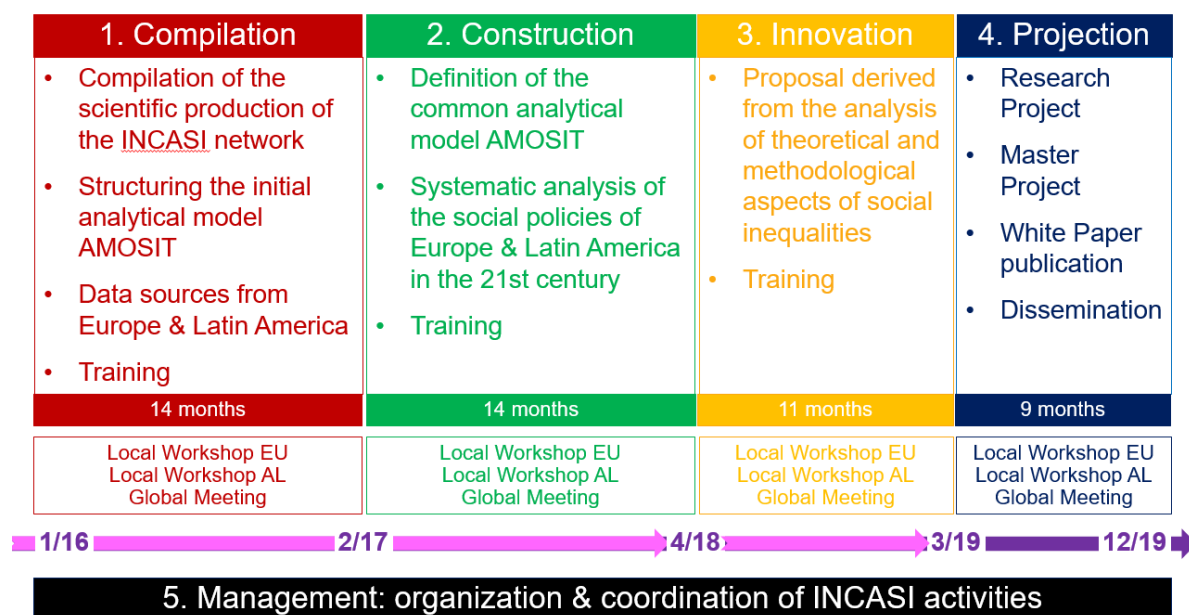
Figure 1. Analytical Model on Social Inequalities and Trajectories (AMOSIT)



This model, represented as a conceptual map that seeks to embrace the perspectives and experiences of the entire participating network. This model emphasizes longitudinal analysis and life trajectories from a multidimensional perspective of social life as the articulation of work, education and the life cycle that are involve in the socio-political and cultural realities of Europe and Latin America. The model allows us to question the social mechanisms that come into play when people face situations of uncertainty, the patterns of behaviour that are observed and the factors that explain them. The current social reality offers a scenario for new behavioural patterns in the areas of labour, education and life, constituting an under-researched area in which the new dynamics of structuring social inequalities are developed. It is an initial proposal that will be defined and redefined during the project at each stage of four sequential work packages: Compilation, Construction, Innovation, and Projection (Figure 2).



Figure 2. Stages of the project (Work Packages)



This Working Paper corresponds to the third Work Package: Innovation. During this phase, we have had the opportunity to deepen and debate the concept of innovation, develop a reflection on the extent to which the different contributions incorporate innovative elements and we have conducted a short survey among researchers to determine the value of innovation in their contributions.

As in the previous two work packages, the work process consists in taking into account all contributions made in each secondment during this period. We analyse and synthesize all relevant theoretical and methodological contributions in order to construct this model of analysis. In this third Working Paper, we present the results of 61 secondments. The following table (Table 3) summarizes the distribution of all research reports drafted in each secondment among the various thematic axes. Each research report may deal with more than one topic, so the total number of thematic contributions that were analysed by the different evaluators of each Thematic Research Group was 263.

**Table 3. Distribution of the research reports by thematic axes**

| Thematic axis   | Thematic contributions |            |
|---|------------------------|------------|
|   |                        | n          |
| <b>PILLAR 1: substantive background and explanatory models of social inequalities</b> |                        |            |
| <b>1</b> Inequalities in the labour market and labor trajectories                     |                        | <b>28</b>  |
| <b>2</b> Asymmetries in the relationship between training and employment              |                        | <b>12</b>  |
| <b>3</b> Inequalities in work and family life   |                        | <b>19</b>  |
| <b>4</b> Educational inequalities   |                        | <b>22</b>  |
| <b>5</b> Geographical and social inequalities, ethnicity and language                 |                        | <b>7</b>   |
| <b>6</b> Social inequalities, migration and space                                     |                        | <b>22</b>  |
| <b>7</b> Uncertainty, strategies, resources and capabilities                          |                        | <b>22</b>  |
| <b>8</b> Inequality of opportunity: intergenerational social mobility                 |                        | <b>13</b>  |
| <b>TRANSVERSAL PILLARS</b>  |                        |            |
| <b>9</b> Pillar 2: Methodology for the analysis of social inequalities                |                        | <b>58</b>  |
| <b>10</b> Pillar 3: Social policies to counteract social inequalities                 |                        | <b>18</b>  |
| <b>11</b> Pillar 4: Gender inequalities   |                        | <b>42</b>  |
| <b>Total</b>  | Thematic contributions | <b>263</b> |
|   | No. of secondments     | <b>61</b>  |

During the scientific conference of the Third Global Meeting (Montevideo, 17 to 19 December 2018), we compiled and summarized all partial activities and products derived from the exchanges until November 2018, and presented and discussed the main theoretical and methodological contributions, systemizing a common comparative perspective for the analysis of inequalities.

In this Working Paper 3 we will present a summary of each contribution in each TRG and the substantive contributions that they have made in this period. Table 4 and Table 5 summarize several issues related to these contributions in order to assess all them from the viewpoint of each TRG, with a total of 61 secondments that generate an evaluation of 263 papers or reports for the set of the TRGs.

The following 11 sections of this document outline the main substantive contributions extracted from the research reports of each secondment conducted during the period February 2018 to November 2018.

In the following and final stage, this task of gathering and synthesizing will continue, contributions will increase, and an increasingly complete and a final well-defined theoretical-methodological model will be built. At the end of the project, the construction of the AMOSIT model through the different TRGs will result in the “INCASI Book” proposed in the project.

Finally, we would like to state that during the time that has elapsed in the project, multiple scientific and dissemination activities have contributed to the debate and reflection on the subject of social inequalities and the AMOSIT model. Part of this work is generating various publications as products derived from the work of the network that can be consulted on the project's website (<http://incasi.uab.cat/en/node/139>).

**Table 4. Distribution of contributions by item of assessment. Absolutes.**

| TRG   | Contributions<br>n | CONTRIBUTE KNOWLEDGE-SUBSTANTIVE |         |    | EXPLICITATION THEORETICAL FRAMEWORK |         |    | METHODOLOGY APPLIED |      |     | POLICY IS CENTRAL          |                               |  | GENDER IS CENTRAL                                 |                              |                                    |                          |                             | COMPARATIVE ANALYSIS AL-EU                | ANALYZED EMPIRICAL RESULTS |     |         | RELEVANCE TO THE AXIS |     |     | REPORT PRESENTED |    |  |
|-------|--------------------|----------------------------------|---------|----|-------------------------------------|---------|----|---------------------|------|-----|----------------------------|-------------------------------|--|---|------------------------------|------------------------------------|--------------------------|-----------------------------|---|----------------------------|-----|---------|-----------------------|-----|-----|------------------|----|--|
|       |                    | Yes                              | Limited | No | Yes                                 | Limited | No | QUAN                | QUAL | MIX | It is central in work plan | It is a variable among others | Reflection on derivations-impact of policies | Rethinking priorities and results of the research | Formulate research questions | Reinter-pret concepts and theories | Analyze according to sex | Analyze according to gender | Analyze factors that intersect sex/gender | Yes                        | Yes | Limited | No                    | Yes | Yes | Limited          | No |  |
| 1     | 28                 | 18                               | 9       | 1  | 18                                  | 8       | 1  | 14                  | 9    | 6   | 7                          | 7                             | 14   | 2   | 10                           | 5                                  | 9                        | 6                           | 5   | 7                          | 13  | 7       | 8                     | 22  | 13  | 13               | 2  |  |
| 2     | 12                 | 12                               | 0       | 0  | 12                                  | 0       | 0  | 9                   | 2    | 2   | 4                          | 6                             | 1  | 0   | 1                            | 2                                  | 6                        | 1                           | 1   | 12                         | 12  | 0       | 0                     | 12  | 12  | 0                | 0  |  |
| 3     | 19                 | 15                               | 4       | 0  | 19                                  | 0       | 0  | 3                   | 12   | 4   | 7                          | 5                             | 5  | 5   | 7                            | 6                                  | 2                        | 6                           | 5   | 5                          | 11  | 7       | 0                     | 19  | 16  | 3                | 0  |  |
| 4     | 22                 | 22                               | 0       | 0  | 20                                  | 2       | 0  | 11                  | 7    | 4   | 5                          | 11                            | 18   | 17  | 19                           | 20                                 | 4                        | 2                           | 2   | 12                         | 15  | 7       | 0                     | 22  | 19  | 3                | 0  |  |
| 5     | 7                  | 6                                | 1       | 0  | 7                                   | 0       | 0  | 1                   | 6    | 1   | 1                          | 2                             | 5  | 0   | 2                            | 1                                  | 0                        | 2                           | 2   | 3                          | 3   | 4       | 0                     | 6   | 7   | 0                | 0  |  |
| 6     | 22                 | 19                               | 1       | 2  | 19                                  | 1       | 2  | 8                   | 5    | 7   | 3                          | 0                             | 1  | 1   | 6                            | 2                                  | 3                        | 3                           | 3   | 8                          | 10  | 3       | 9                     | 17  | 16  | 4                | 2  |  |
| 7     | 22                 | 21                               | 0       | 1  | 21                                  | 0       | 1  | 12                  | 4    | 4   | 0                          | 6                             | 1  | 0   | 5                            | 0                                  | 4                        | 6                           | 0   | 7                          | 14  | 3       | 0                     | 21  | 21  | 0                | 1  |  |
| 8     | 13                 | 13                               | 0       | 0  | 13                                  | 0       | 0  | 9                   | 3    | 1   | 2                          | 11                            | 0  | 0   | 0                            | 4                                  | 9                        | 0                           | 0   | 13                         | 11  | 2       | 0                     | 13  | 13  | 0                | 0  |  |
| 9     | 58                 | 53                               | 3       | 2  | 51                                  | 5       | 2  | 25                  | 23   | 10  | 20                         | 14                            | 20   | 15  | 16                           | 14                                 | 20                       | 17                          | 11  | 32                         | 42  | 4       | 12                    | 52  | 41  | 14               | 3  |  |
| 10    | 18                 | 18                               | 0       | 0  | 0                                   | 0       | 0  | 0                   | 0    | 0   | 14                         | 2                             | 10   | 6   | 17                           | 12                                 | 0                        | 0                           | 0   | 10                         | 8   | 8       | 2                     | 9   | 13  | 5                | 0  |  |
| 11    | 42                 | 42                               | 0       | 0  | 42                                  | 0       | 0  | 26                  | 24   | 8   | 11                         | 14                            | 10   | 10  | 19                           | 9                                  | 20                       | 13                          | 7   | 20                         | 42  | 0       | 0                     | 24  | 41  | 0                | 1  |  |
| Total | 263                | 239                              | 18      | 6  | 222                                 | 16      | 6  | 118                 | 95   | 47  | 74                         | 78                            | 85   | 56  | 102                          | 75                                 | 77                       | 56                          | 36  | 129                        | 181 | 45      | 31                    | 217 | 212 | 42               | 9  |  |

**Table 5. Distribution of contributions by item of assessment. Percentages.**

| TRG   | Contributions<br>n | CONTRIBUTE KNOWLEDGE-SUBSTANTIVE |         |    | EXPLICITATION THEORETICAL FRAMEWORK |         |    | METHODOLOGY APPLIED |      |     | POLICY IS CENTRAL          |                               |  | GENDER IS CENTRAL                                 |                              |                                    |                          |                             | COMPARATIVE ANALYSIS AL-EU                | ANALYZED EMPIRICAL RESULTS |     |         | RELEVANCE TO THE AXIS |     |     | REPORT PRESENTED |    |  |
|-------|--------------------|----------------------------------|---------|----|-------------------------------------|---------|----|---------------------|------|-----|----------------------------|-------------------------------|--|---|------------------------------|------------------------------------|--------------------------|-----------------------------|---|----------------------------|-----|---------|-----------------------|-----|-----|------------------|----|--|
|       |                    | Yes                              | Limited | No | Yes                                 | Limited | No | QUAN                | QUAL | MIX | It is central in work plan | It is a variable among others | Reflection on derivations-impact of policies | Rethinking priorities and results of the research | Formulate research questions | Reinter-pret concepts and theories | Analyze according to sex | Analyze according to gender | Analyze factors that intersect sex/gender | Yes                        | Yes | Limited | No                    | Yes | Yes | Limited          | No |  |
| 1     | 28                 | 64                               | 36      |    | 64                                  | 32      |    | 50                  | 32   | 21  | 25                         | 25                            | 50   | 7   | 36                           | 18                                 | 32                       | 21                          | 18  | 25                         | 46  | 54      |                       | 79  | 46  | 54               |    |  |
| 2     | 12                 | 100                              | 0       |    | 100                                 | 0       |    | 75                  | 17   | 17  | 33                         | 50                            | 8  | 0   | 8                            | 17                                 | 50                       | 8                           | 8   | 100                        | 100 | 0       |                       | 100 | 100 | 0                |    |  |
| 3     | 19                 | 79                               | 21      |    | 100                                 | 0       |    | 16                  | 63   | 21  | 37                         | 26                            | 26   | 37  | 32                           | 11                                 | 32                       | 26                          | 26  | 58                         | 37  |         |                       | 100 | 84  | 16               |    |  |
| 4     | 22                 | 100                              | 0       |    | 91                                  | 9       |    | 50                  | 32   | 18  | 23                         | 50                            | 82   | 77  | 86                           | 91                                 | 18                       | 9                           | 9   | 55                         | 68  | 32      |                       | 100 | 86  | 14               |    |  |
| 5     | 7                  | 86                               | 14      |    | 100                                 | 0       |    | 14                  | 86   | 14  | 14                         | 29                            | 71   | 0   | 29                           | 14                                 | 0                        | 29                          | 29  | 43                         | 43  | 57      |                       | 86  | 100 | 0                |    |  |
| 6     | 22                 | 86                               | 14      |    | 86                                  | 14      |    | 36                  | 23   | 32  | 14                         | 0                             | 5  | 5   | 27                           | 9                                  | 14                       | 14                          | 14  | 36                         | 45  | 55      |                       | 77  | 73  | 27               |    |  |
| 7     | 22                 | 95                               | 5       |    | 95                                  | 5       |    | 55                  | 18   | 18  | 0                          | 27                            | 5  | 0   | 23                           | 0                                  | 18                       | 27                          | 0   | 32                         | 64  | 14      |                       | 95  | 95  | 5                |    |  |
| 8     | 13                 | 100                              | 0       |    | 100                                 | 0       |    | 69                  | 23   | 8   | 15                         | 85                            | 0  | 0   | 31                           | 69                                 | 0                        | 0                           | 100                                       | 85                         | 15  |         |                       | 100 | 100 | 0                |    |  |
| 9     | 58                 | 91                               | 9       |    | 88                                  | 12      |    | 43                  | 40   | 17  | 34                         | 24                            | 34   | 26  | 28                           | 24                                 | 34                       | 29                          | 19  | 55                         | 72  | 28      |                       | 90  | 71  | 29               |    |  |
| 10    | 18                 | 100                              | 0       |    | 0                                   | 0       |    | 0                   | 0    | 0   | 78                         | 11                            | 56   | 33  | 94                           | 67                                 | 0                        | 0                           | 0   | 56                         | 44  | 56      |                       | 50  | 72  | 28               |    |  |
| 11    | 42                 | 100                              | 0       |    | 100                                 | 0       |    | 62                  | 57   | 19  | 26                         | 33                            | 24   | 24  | 45                           | 21                                 | 48                       | 31                          | 17  | 48                         | 100 | 0       |                       | 57  | 98  | 2                |    |  |
| Total | 263                | 91                               | 6,8     | 2  | 84                                  | 6       | 2  | 45                  | 36   | 18  | 28                         | 30                            | 32   | 21  | 39                           | 29                                 | 29                       | 21                          | 14  | 49                         | 69  | 17      | 12                    | 83  | 81  | 16               | 3  |  |
|       | %                  | 91                               | 9       |    | 84                                  | 8       |    | 45                  | 36   | 18  | 28                         | 30                            | 32   | 21  | 39                           | 29                                 | 29                       | 21                          | 14  | 49                         | 69  | 29      |                       | 83  | 81  | 19               |    |  |

## 2. Innovation in the INCASI Project

As we have commented above, in the context of this 3<sup>rd</sup> Work Package we conceptualized, analysed and evaluated the “innovation” term. The concept of innovation is polysemic, complex and multidimensional, as is its expression in terms of “social innovation”. Without the intention of being exhaustive or of entering into an in-depth analysis of the concept of innovation, we adopt the following definitions in the context of our project.

In the context of science, the concept of **scientific innovation** refers to the **resolution of practical problems** resulting from scientific achievements. Including the innovation of the theoretical frameworks and methodological innovation. It differs from the changes implied by the generation of new theories that provide a greater and better knowledge and understanding of the phenomena studied, which implies the detection of discoveries, interpreted as progress of the field in question.

Innovation differs from **invention**; invention is creation of a new idea while innovation is the first use of a new idea. Both closely related to technique.

The **originality** (new ideas), the **creativity** (value or utility), the **invention** ('increment' of novelty) are necessary, but not sufficient for the innovation that is **achieved realization or practical and effective application**.

For the concept of **social innovation**, we took into account the report of the European Commission (2013) "Social innovation research in the European Union. Approaches, findings and future directions. Policy Review" ([https://www.net4society.eu/media/social\\_innovation.pdf](https://www.net4society.eu/media/social_innovation.pdf)) and following the proposal of the Bureau of European Policy Advisors (BEPA) of 2010 (<http://youngfoundation.org/wp-content/uploads/2012/10/Study-on-Social-Innovation-for-the-Bureau-of-European-Policy-Advisors-March-2010.pdf>), where we can understand that social innovations are in their ends and their means, and can be defined as “*new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations. In other words, they are innovations that are not only good for society but also enhance society’s capacity to act*”.

We asked to the researchers of INCASI Project about their practices of these concepts in their secondments, as follow:

*In relation to: 1) scientific innovation, 2) social innovation, 1c) invention, 3) invention or 4) originality of your research practice in INCASI, briefly comment (a maximum of 150 words by question) what has been your experience. We request a small reflection, related to:*

- 1) *Related to social theory.*
- 2) *Related to methodological aspects.*
- 3) *Related to other aspects.*
- 4) *Discuss what could have represented a novelty for you, of any kind, in this research experience.*
- 5) *Finally, have you applied the comparative method in any work done during a secondment? If yes, how?*

To answer these questions, 94 researchers since end of March 2019 access the questionnaire through the link proportioned for INCASI coordination. This figure represents 71% of the researchers who made secondments, a total of 127 since the beginning of the project.

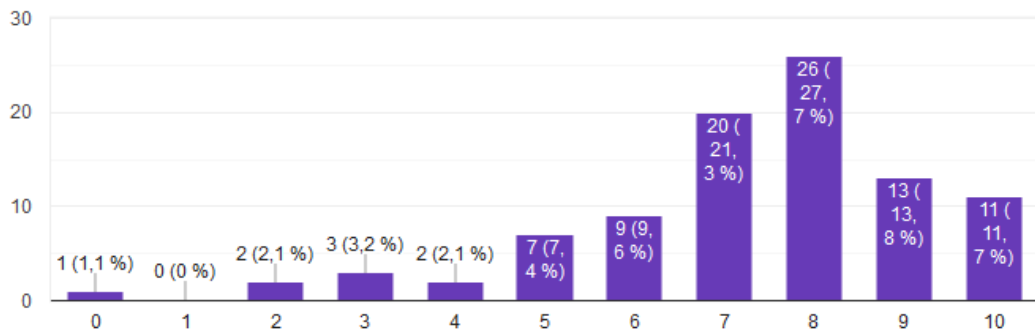
Quantitative results will show in the following paragraphs, while qualitative answers will be material of a special INCASI Working Papers Series (IWPS) that we are preparing for the end of the project.

### Results of innovation questionnaire

**Question 1.** In relation to: 1a) scientific innovation, 1b) social innovation, 1c) invention or 1d) the originality of your research practice in INCASI, briefly comment (a maximum of 150 words) what has been your experience. We request a small reflection, first related to SOCIAL THEORY ASPECTS:

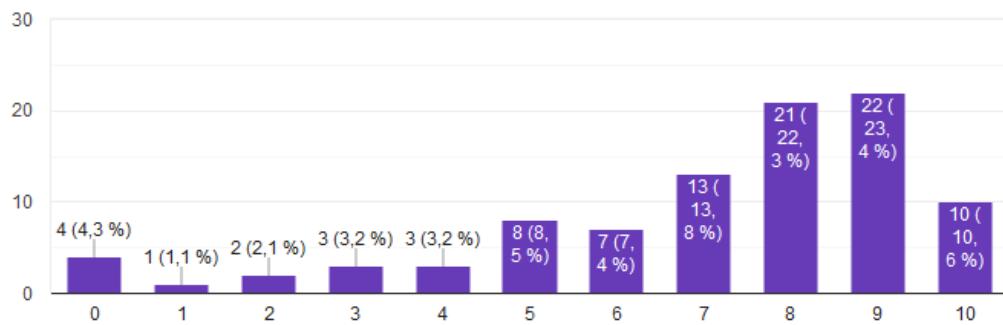
#### 1a) Scientific Innovation / Innovación científica

94 respuestas



#### 1b) Social Innovation / Innovación Social

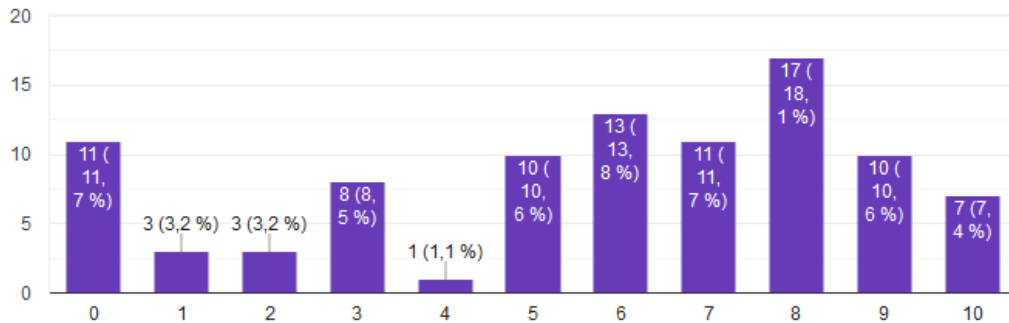
94 respuestas





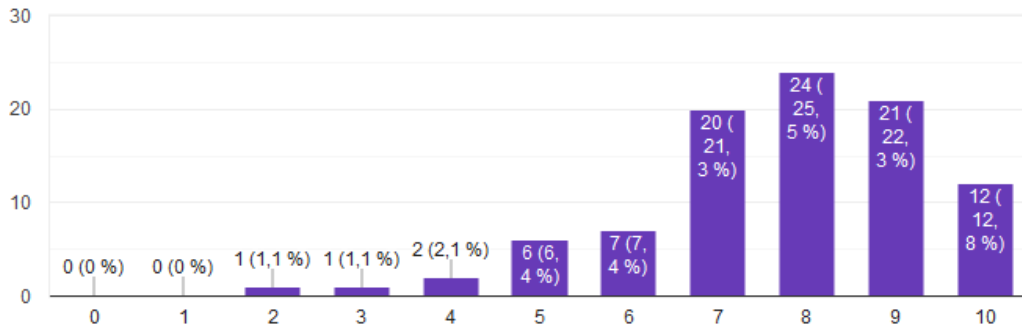
### 1c) Invention / Invención

94 respuestas



### 1d) Originality / Originalidad

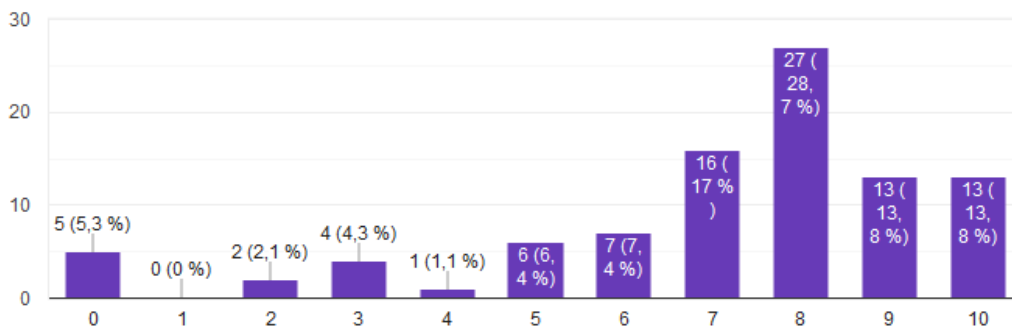
94 respuestas



**Question 2.** In relation to: 2a) scientific innovation, 2b) social innovation, 2c) invention or 2d) the originality of your research practice in INCASI, briefly comment (a maximum of 150 words) what has been your experience. We request a small reflection, now a related to RESEARCH METHODOLOGICAL ASPECTS:

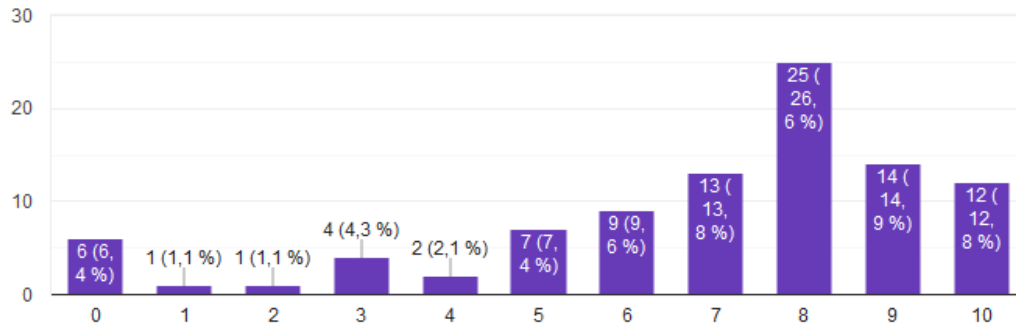
### 2a) Scientific Innovation / Innovación científica

94 respuestas



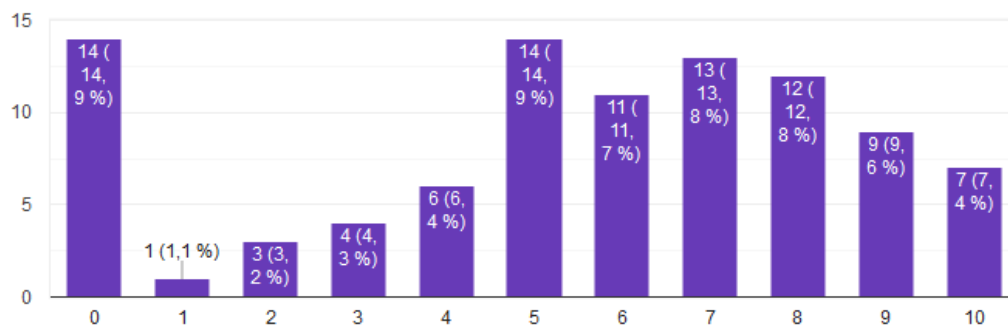
## 2b) Social Innovation / Innovación Social

94 respuestas



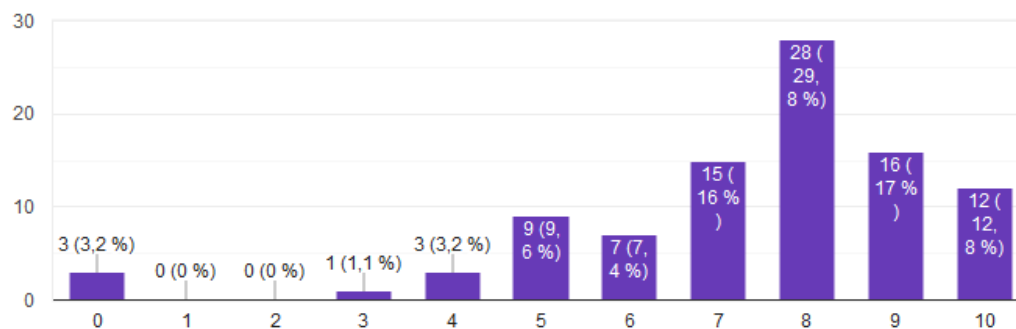
## 2c) Invention / Invención

94 respuestas



## 2d) Originality / Originalidad

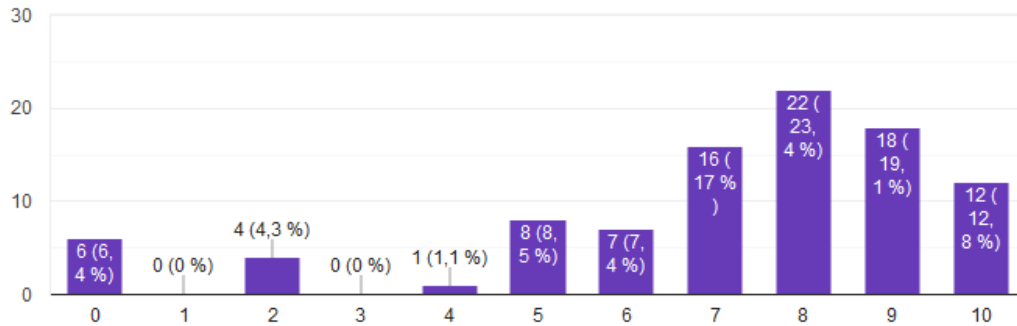
94 respuestas



**Question 3.** In relation to: 3a) scientific innovation, 3b) social innovation, 3c) invention or 3d) the originality of your research practice in INCASI, briefly comment (a maximum of 150 words) what has been your experience. We request a small reflection related to OTHER ASPECTS that you consider (e.g. social policy, protocols, teaching innovation, etc.):

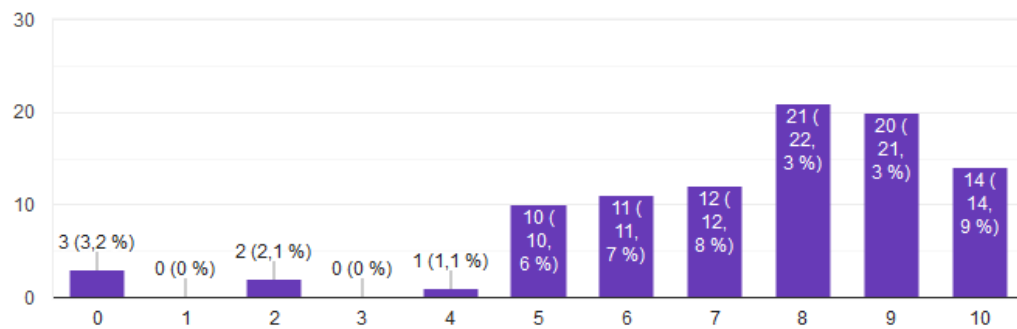
### 3a) Scientific Innovation / Innovación científica

94 respuestas



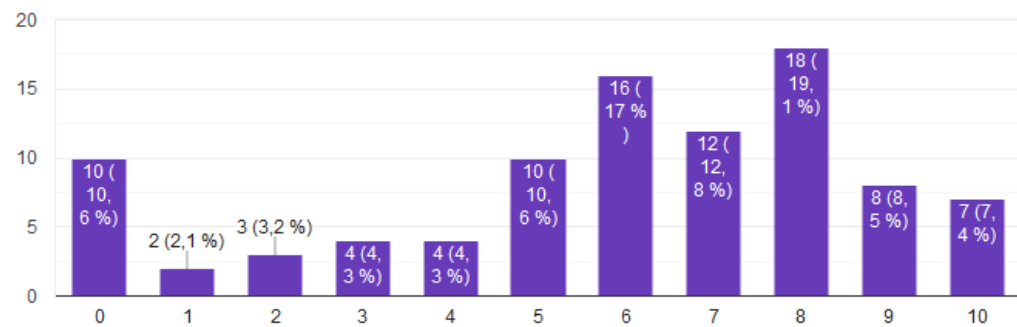
### 3b) Social Innovation / Innovación Social

94 respuestas



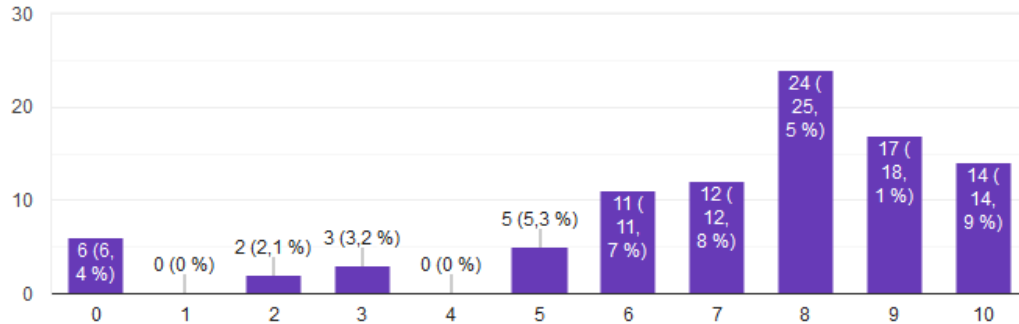
### 3c) Invention / Invención

94 respuestas



### 3d) Originality / Originalidad

94 respuestas



**Question 4.** Discuss what could have represented a novelty for you, of any kind, in this research experience.

This question will be analysed in a INCASI Working Paper Series.

**Question 5.** Finally, have you applied the comparative method in any work done during a secondment?

67% of researchers has applied the comparative analysis or are working on that, instead 31 of the researchers (33%) do not applied it.

As a summary of the quantitative results of Innovation we can show the following table:

| INNOVATION in INCASI Project<br>(Scale 0 to 10)  | SOCIAL<br>THEORY<br>ASPECTS | RESEARCH<br>METHODO-<br>LOGICAL<br>ASPECTS | OTHER<br>ASPECTS (e.g.<br>social policy,<br>protocols,<br>teaching<br>innovation,<br>etc.) |
|--|-----------------------------|--|--|
| a) Scientific Innovation / Innovación científica | 7                           | 7  | 7  |
| b) Social Innovation / Innovación Social         | 7                           | 7  | 7  |
| c) Invention / Invención                         | 6                           | 6  | 6  |
| d) Originality / Originalidad                    | 8                           | 7  | 7  |
| <b>Total Mean</b>                                | <b>7</b>                    | <b>7</b>                                   | <b>7</b>   |

The results of the survey show an effort of the researchers of INCASI project in the reflection about the process of innovation with a high participation of them. On the other hand, that these results show a high degree of identification of each researcher with a dynamic that imply scientific, social innovation as well as invention or originality. The mean of all indicators is around 7.

### 3. Thematic Axis 1: Inequalities in the labour market and labour trajectories

#### 3.1. Substantive contributions

Having to make a brief comparative summary of the analysed contributions, it can be said that several main research strands emerge. A first line of research concerns the topic of social mobility within national borders (Uruguay and Argentina), both in the relationship with the social capital of workers and in connection to the migration process in specific activity sectors, where the interplay between productive and reproductive spheres of the human life is also considered. A second research area deals with the recent collective action and social movements (in Argentina) at different degrees of institutionalisation, within a framework of persistent social and economic inequalities. Linked to this topic one research considers the role of agency of workers in the process of recovery of companies after the economic crises. Furthermore continues the line of research on qualified self-employment in a comparative perspective (Italy and Argentina) based on quantitative analysis of administrative dataset, with a focus on new social risks and the implications for social and welfare policies.

Additionally, another line of research is the comparative study of the segmentation of the labour market, the asymmetries in the matter of professional training and the processes of inclusion and educational and socio-labour mobility between Argentina and Spain. These analyses were made taking into account gender differences. The results illustrate similarities-differences between segmented labour markets and between qualification profiles and gender according to the occupational segment in Spain-Argentina. No specific contributions are made in the transversal dimension of social policies.

Several contributions deal with the role of social capital, social origin and/or tertiary-university educational capital as a determinant or conditioner of the processes of intergenerational mobility and work trajectories of migrants, youth, women and other vulnerable populations. In some cases these studies developed comparative analyses of Europe-Latin America, but most of them hope to be able to carry them out in future work. No specific contributions are made in the transversal dimension of social policies.

In addition, a reflection on the role of social policies as constructors of social gender relations that put barriers to social changes, as well as comparative descriptive studies that place the axis in the role of new technologies as favorable-unfavorable factors for inclusion work of women. These are studies that from Europe have shown to be fruitful, but have not yet achieved an analysis compared to Latin America. Through them, it is intended to install new topics in the research agendas and public debates in Latin America.

It has been analysed the identification of corporate economic practices and alternative regulatory processes capable of giving sustainability to critical socio-environmental activities such as mining in the context of Latin America. The results regarding the systematization of these studies are still being elaborated. It seeks to influence in terms of public policies, but still the results do not constitute a line of specific proposals.

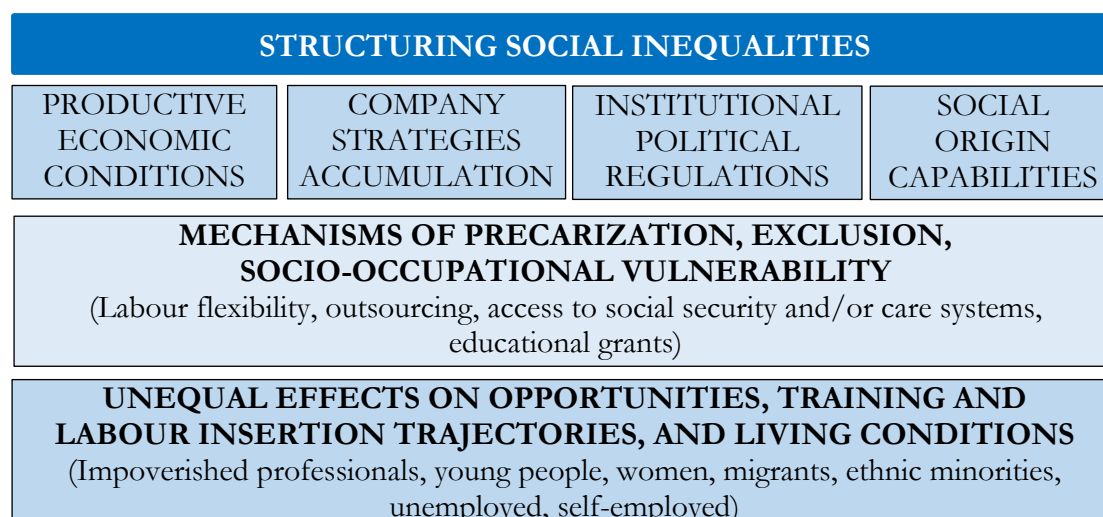


From the methodological perspective, we observe a variety of methods of investigation that include descriptive and inferential statistical analysis, as well as more qualitative approaches, such as historical narrative, in-depth interviews and comparative case studies.

The explanatory model that emerge can be summarized in terms of three main aspects, which give continuity to the research lines included in the contributions of this third Work Package:

| Explanatory Model                       |  |
|---|--|
| <b>Structures</b> of division of labour | Socio-economic segmentation, Labour market polarization, Welfare and social security exclusion, unequal distribution of opportunities (gender, ethnic, generations), informal work |
| Reproduced through <b>Mechanisms</b> of | Precarization, outsourcing, subcontracts, work flexibility and fragmentation   |
| Producing <b>effects</b> of             | Social vulnerability and marginality, expulsions, devaluation of educational attainments, unemployment and underemployment, middle-class impoverishment                            |

This explanatory model links with conceptual framework that was schematically presented in the previous working papers:



### 3.2. Innovation

In the context of INCASI and this thematic axis, a general aspect of innovation has to do with the development of an integrated analysis model that we call AMOSIT. In particular, innovation can be understood more as an invention, in the sense of incorporating new perspectives of analysis, above all, by the fact of building comparative models for the study

of European and Latin American societies and, therefore, incorporating reflections and theoretical and methodological proposals that facilitate new investigations and analytical approaches. In the specific area of this axis, it is worth highlighting the proposal of a comparative model for the analysis of inequalities from the perspective of the segmentation of the labour market, another about self-employment, and some contributions to the comparative analysis of social classes and social mobility.

### 3.3. Summaries of reports

#### 1. Descriptive approach to Educational Mobility in Montevideo between 1996 and 2010

The paper introduces the treatment of educational mobility in Uruguay, gathering results from the descriptive analysis of two specific surveys of social mobility, surveyed in Montevideo in 1996 and 2010, and applied to urban EAP, of both sexes, and over 18 years of age. The purpose is descriptive and introductory, and the results are framed within the most frequent hypotheses about the impact of the expansion of education on social mobility (Breen, Luijkxs, Muller and Pollack (2009), and Vallet (2004) - who come from an origin close to the position of Shavit and Blossfeld (1993). More in detail, this work presents a descriptive panorama of educational mobility, which contributes to the reflection on how educational opportunities have been distributed according to the social conditions of the active population of Montevideo. The main research question that guides the study (Analysis model) is summarized as follow: Did the gross schooling match with the growth of the GDP in the whole period? The hypothesis is that the growth of enrollment in education is not accompanied by the growth of GDP. From the methodological perspective, the study used two sequences of representative surveys of the economically active population of both sexes, over 18 years old, from the city of Montevideo, 845 cases were reached in 1996 and 2021 in 2010 for Montevideo. The EGP scheme (Erikson, Goldthorpe, Portocarero) was adopted, which is widely preferred in numerous international comparative studies. The elaboration of categories of social classes of EGP scheme followed the algorithms of Hendriks and Ganzeboom, and incorporated the necessary adjustments to our realities. With these criteria, the 1996 and Educational opportunities have not been taken advantage of in order to significantly reduce the social inequality of achievements and origins. So far, they have been exploited in the key of pre-existing inequality. This is not always easy to understand, in the case of a country with a public education system so widespread in all branches of education. However it is a fact, that at the moment it was not reversed, considering that two observations - with an interval of almost 15 years - have confirmed this result. Undoubtedly, numerous investigations that link the structural and the conjunctural trend, and probably the motivational side, are required to examine results and decisions within the population. The 2010 survey data were re-processed.

#### 2. The social capital seen from the position generator. The estimation of the size of personal networks

Bibliographic review on social capital and social mobility (PhD thesis), together with Prof. Marqués Perales in log-linear models and with the statistical program LEM. One of the crucial aspects in the study of social capital is the problem that derives from the strategies to estimate the quantity or volume of social capital available to the subjects. How do they access

it and what does it depend on that some people have more or less social capital. In effect, social resources have been unequally distributed from social positions arranged in a pyramidal form. Therefore, from a convenient sample of occupations and occupational positions existing in a given social structure, and asking about the number of people known in each of these positions, it is possible to obtain an approximation to potentially accessible social capital. If, in addition, information is available on the closeness and intensity (weak and strong ties) of the relationship with the person occupying that position, the mobilizable social capital can be predicted at a given moment by an intentional action of the actor. On the methodological Instrument, the position generator (Lin and Dumin, 1986, Lin, Fu and Hsung, 2001) is currently the most widely used survey instrument for the measurement of individual social capital in the world (Van der Gaag, 2012). It does not include the complete mapping of an ego-centered network (as with the use of name generators), which saves a lot of interview time. Instead, it is based on the idea that a list of "positions" in the form of occupational titles, as we mentioned. It can be used as an indicator to map the members of the network, or it can be used to know the social resources available to an individual through occupational prestige indices. The position generator is specially designed to measure access to useful social resources in instrumental terms: access to employment, family assistance, loans, etc. Its operationalization is based directly on the notion that the occupational prestige of the interviewee's contacts is a good indicator of the available social resources. More specifically, it is assumed that members of the network with greater occupational responsibilities control more resources (financial and cultural) and have more access and influence over third parties (political resources). The index of social capital for the Uruguayan case: For the construction of the social capital index, the Survey of Occupational Mobility and Educational Trajectories (EMOTE, 2010 - 2012) will be used, as in the rest of the work. In this survey a variant of the original position generator was built, for which 10 occupational positions were presented, covering the entire occupational spectrum of the economically active population of Uruguay and which constitute the most frequent occupations.

### **3. Politics in the streets. Approaches from recent Argentina**

The object of analysis deals with the collective action and social protest in the political life of recent Argentina. From the struggle for the conditions of life to the challenge of the established order; from the defense of privileges to the questioning of persistent inequalities. Collective action in the public space carries out a political mechanism of strong validity in our societies that goes beyond the procedures of the institutional policy. In Argentina, collective action and social protest operate as a consolidated mechanism for channeling demands from civil society that is developed in a complementary and sometimes contradictory manner with institutional politics. This way of expressing social discontent in the first years of the 21st century reaches a generalization and original heterogeneity. An analysis of the main trends of collective action is made, periodizing its development and identifying its political impact, particularly in the production and reproduction of social inequality. From the theoretical perspective, the paper proposes a relational approach of heterodox character, integrating concepts of collective action work in its strategic perspective with those framed in the Marxist tradition. The main hypotheses that guide the work are summarized in 3 points, as follow. 1) Social protest plays a relevant political role in the social Argentina of the XXI Century 2) Its impact in political terms is more negative than positive, being its main role as an obstacle to policies. Secondly, it has a positive impact on government measures as a support or as a configurator of issues on the public agenda. 3) The relationship between the protest and the social structure is diverse. On the one hand,

collective action is part of the repertoire of action of the group of social structure groups. On the other hand, the political content of the action and the mobilization of these groups varies according to the political cycle. Specifically, social protest in its political dimension works as an obstacle to processes of greater dismantling in cycles where this trend predominates, and, on the contrary, as an element that hinders the equalization in contexts, where this trend prevails at a of government policy. The work is based on the historical narrative method, proposing a panoramic perspective for the approach of the object of study. Neither the empirical findings are yet available, nor the main conclusions.

#### **4. Positive factors of the sustainability and consolidation of companies recovered by their workers in Argentina**

The object of study is the recovery of companies by their workers in Argentina, expanded after the generalized crisis of late 2001 and early 2002 as a means of defending workers and fighting social exclusion resulting from various processes of productive crisis. A decade and a half after its initial diffusion, the companies recovered have been disseminated and have demonstrated a significant capacity for productive continuity. As can be seen from several studies, the companies recovered are heterogeneous in their working conditions, in their institutionalization and / or in the sustainability of their production. The present work intends to elaborate a hypothetical-conceptual framework that accounts for the positive factors for the economic and social reproduction of the companies recovered. The goal is to understand the growth and consolidation of a company, both in its economic and social dimension. The paper refers to experiences that achieve productive continuity over time with adequate working conditions, within the framework of the practice of associative and self-managed work. In this way, the intention is to consider the achievement of the extended reproduction of the labour force and the practice and development of the organizational form adopted as a criterion of success. The theoretical perspective starts from the development around hybrid productive systems, focusing on a neo-Marxist perspective, but integrating the same different developments of economic sociology and solidarity economy. The research guiding questions are: 1. What are the cases that have achieved the best results as experiences of associative work? 2. What factors have contributed to these achievements? 3. What are the apprenticeships that said workers have made to face the problems they found? The methodology is the comparison of instrumental case studies at the national level. Regarding the research techniques used, the semi-structured interview is mainly used. The interviewees have been carried out within the framework of the project of the Secretariat of University Policies of the Ministry of Education of the Argentine Republic. The presentation was focused on providing a panoramic analysis of the companies recovered as a defense mechanism for the workers of their occupational status and social inclusion, as well as the social innovations emerging from it. The constituent mechanism of the process, its main attributes and the tensions generated as a hybrid production form are described. Finally, the current research agenda was shared, focused on the analysis of the positive factors of sustaining and consolidating companies recovered by their workers in Argentina.

#### **5. The social mobility of horticultural families of Bolivian origin in Argentina rural migrant women in Latin America**

Research that, from the perspective of the colonialism power and feminist economics, analyses how society is constituted by inequalities of gender, class and race. These are delineating a particular and segmented configuration of the labour market, which affects

differentiated forms of insertion of work trajectories. For the research case (the social mobility of horticultural families of Bolivian origin in Argentina), the focus is on ethnic segmentation. At the same time, by problematizing the idea of the family as a harmonious unit, the project also includes the perspective of gender and the differentiated (and unequal) condition between men and women in the constitution of their work trajectories. Pillar 1. Axis 3 Inequalities in work and family life. The project incorporates the sustainability approach to life (Amaia Pérez Orozco, 2014), in which a critique of orthodox economics is presented (in its neoclassical and Marxist aspect), by understanding the relationship between productive and reproductive sphere of activity and raising a false identity between work and employment. If only those activities that are remunerated monetarily (and mainly those salaried) are considered as work, and only those activities inserted in the markets are understood as "economic" or "productive", we are faced with an approach that makes invisible a great part of the effort to reproduce life (Cristina Carrasco, 2017). The economy is then understood as an integrated circuit, in which different spheres and agents participate (the State, the market, households and the community), and for whose analysis the spheres of production and reproduction cannot be dissociated. Transferred to the subject of study, the approach of sustainability of life leads to problematize the dichotomous and differentiated understanding of the productive and reproductive sphere, as well as the idea of "producer" or head of family as a single reference of the productive units in family farming. The goal is making visible the contribution of women and young people to the support of the home, giving an account of the multiple relationships -of cooperation, of consensus, but also of inequality and conflict-, that give rise to the constitution of households. Pillar 1. Axis 6 Social inequalities, migrations and space. The project enhances the idea of transnationalism in research (Laura Oso & Laura Suárez-Grimalt, 2017). Being migrant families, the project investigates the dynamics of interaction with families in the country of origin, asking ourselves in comparative perspective how productive and reproductive strategies are developed and transformed in both two countries. In this sense, we will try to analyze trajectories taking into account the migrant condition and the persistence of links (affective, emotional, economic, care) with the country of origin (Andrés Pedreño Cánovas, 2005). The concept of global care chains is also very interesting (Amaia Pérez Orozco, 2007), which incorporates a transnational perspective to understand how an appropriation of invisible and / or precarious domestic work takes place at a global level, that is, generating a flow ( migratory and economic) between the central and peripheral countries. Pillar 2: Methodology: Qualitative. The method of research is the participatory observation, since the project has a strong community link and is based on interaction with social actors, the joint survey of problems and the proposal to generate a reflexivity with them from the narration of their life stories.

## **6. Forms of work organization and child labor in horticulture. A study of the Bolivian community in the horticultural belt of General Pueyrredón**

It is the study of the relationships that are built between space, territory and social actors in a specific space -the horticultural belt of General Pueyrredón-, with the intention of studying the transformations that occurred in the urban-urban interface. Related to theoretical perspective and main bibliographical references, likewise, the studies on space and territory are used, overcoming a perspective that linearly associates rural spaces with agricultural activities and urban spaces with service and industrial activities. The actors that make up the labor markets, in this case the Bolivian horticulturists, not only inhabit spaces but also build territories, while circulating in landscapes considered purely rural, urban and purely urban, in



the terms of Crovetto (2010, 2011). The main questions that guided the investigation were: What are the factors that make possible the existence and persistence of child labour in the horticultural labour market of General Pueyrredón? What is the role of the migratory component in the case study? Having been born in Bolivia, is per se an attribute that facilitates the positive evaluation of work? How does the type of social actor of reference affect the incorporation into the work of children and adolescents? Are they incorporated in the same way or with the same senses in families that occupy any position in the horticultural social structure? In short, it was tried to know the conditions of possibility for the existence and persistence of child and adolescent labour in horticulture from the relationships that are built in a specific job market. The methodological strategy that guided the research was qualitative. Likewise, special tabulations were made for the case study from the statistical sources available for the area and the sector. Regarding the primary sources, it was carried out interviews in depth (12 with actors of the horticultural social structure and 38 with institutional and organizational representatives of the sector), the holding of a workshop with children and observations and tours of Territory organized in five field works. The secondary sources used included census data from the National Population, Household and Housing Census of 2010, National Agricultural Census of 2002 and Provincial Hortifloric Census of 2005. The work is in a preliminary instance of the work. The summary was sent but no specific empirical findings are yet available. The proposal is related to the axes 1 Inequalities in the labour market and in the labour trajectories and 6 social inequalities, migrations and space of the pillar 1. The peri-urban space surrounding General Pueyrredón, in the province of Buenos Aires, Argentina, shows a labour market segmented by ethnicity / nationality, in which mostly Bolivian migrants are employed. The relationships that are built between space, territory and social actors engaged in horticulture transform and print novel features not only in the ways of constituting the space but also in the practices that involve the main activity, horticulture. A comparative study is not envisaged in this work. However, the study is the starting point of a series of works that allows, afterwards, to make comparisons with the market of horticultural work of the territorial complex Cardales-Río Luján, also in the province from Buenos Aires, Argentina. In addition, it is not ruled out that their findings may be an interesting input to see what happens in the construction of territories in southern Italy.

## **7. Self-employment and social security: a comparison between Argentina and Italy**

Independent work is characterized by its high heterogeneity in terms of the type of insertions it adopts in the occupational structure. The diversity of qualifications that comprise their occupations, as well as the disparate ability to generate income from them, express this occupational heterogeneity. Independent work covers, on the one hand, professional workers in regulated occupations and, on the other, workers who are not qualified in irregular and informal activities. For this reason, the characterization of independent work, and of the various social security and collective representation schemes that protect it, helps to describe the inequalities in the labour market and in the labour trajectories of a significant portion of the employed population in both the case of Argentina as of Italy. In both national context, there is also a differentiation of the conditions of independent work linked to the level of economic and social development of the territorial regions, as well as a close relationship between the migrant character of the workers and their insertion in independent positions. These proposals are part of the hypothesis of the research project underway. Secondary information provided by the Italian Social Security Institute, as well as by the Social Security Secretariat of Argentina, was compiled, in both cases based on administrative records.

Descriptive analysis were made from the collected data. Interviews were also arranged on the basis of the contacts provided by the Department of Social and Political Sciences of the University of Milan to referees and directors of associations of independent and union workers. The statistical analysis based on microdata from the Permanent Household Survey of Argentina (EPH-INDEC) and European Union Statistics on Income and Living Conditions (EU-SILC) for Italy is pending. Material from previous interviews with references of professional associations of independent workers of Italy was analysed. Specifically, interviews were conducted with: Acta, CoLAP, ConfProfessioni, Camere del lavoro autonomous and precarious. In addition, officials and union specialists from the Italian General Confederation of Labor (CGIL) were interviewed. With these social actors, the situation of independent workers in Italy and their opinion regarding social security schemes, particularly the Gestione Separata, was assessed. The directors of the INPS in Rome were also interviewed, making it possible to know the social security policies aimed at independent workers and their social coverage schemes, as well as their main problems. It was analysed, on the one hand, the insertion of women in independent work in both countries, and on the other, the coverage of the security regimes for the case of independent workers, and their greater difficulties of access in comparison with men.

## **8. Gender Inequalities, social classes and political mobilization in Europe and Latin America**

First, the study starts from some reflections on gender inequality in the two regions, through the analysis of a series of indicators of the situation in both continent, specially referred to Argentina and the United Kingdom. Second, it is forceful to consider the economic crisis facing Argentina, the impact of economic crises, adjustment and indebtedness on social class and gender. Who are the winners and losers? For this reason, the study uses data from both the last ten years in the EU (since the crisis of 2008 and the adjustment model) and the last Argentine crisis in 2001. Third, through the theory of social movements, the study will try to identify and explain what are the differences and similarities between Europe and Latin America with respect to issues of women's rights and how they have mobilized to defend them. It always takes into account intersectionality among social class, ethnic origin, and immigration status and the interaction with gender to impact on political participation in the struggle for these rights. Generally, although it is true that there is more gender equality in Western Europe, there are several Latin American countries that are surpassing them. Nicaragua, Cuba (perhaps because of their Sandinista or Communist legacies), Bolivia, Argentina and Colombia would easily find themselves in the first half of the ranking of European countries, for example. In general, the countries of Central America and the Caribbean go bad in comparison with Europe (World Economic Forum, Report on the Global Gender Gap). Another indicator is the Gender Inequality Index (GDI). This is an index to measure the gender disparity that was introduced by the United Nations Development Program (UNDP). According to this program, the index is a composite measure that allows to capture the loss of achievements within a country due to gender inequality. It uses three dimensions: reproductive health, empowerment and participation in the labour market. Acá las diferencias entre Europa y América Latina son mayores. With respect to the gender wage gap, although Latin American women have made important progress in achieving equality with men in access to basic rights such as health and education in recent years, they are still relegated when it comes to their rights. As revealed by the latest ranking of Gender Equality prepared annually by the World Economic Forum, of the 135 countries in the world evaluated by the participation and economic opportunities they

provide to women, Chile ranks 127th and is the South American nation with the worst wage gap. However, the problem is not exclusive to this country. In the Southern Cone: Argentina (91), Paraguay (100), Brazil (120), Bolivia (121) and Uruguay (122). Generally, the EU countries are among the 40 best. What factors explain the differences between the levels of political mobilization of women when defending their gender rights in the two regions? The creation of Ni Una Menos that emerged in Argentina in 2015 against sexist violence, and femicide was a turning point not only for the feminist movement in Argentina but worldwide. At first it was a local movement, but the issue quickly spread by social networks and took international significance, they spread to other countries in Latin America where they were among the most multitudinous marches that have been seen in recent years in these countries. In Argentina in particular, the feminist movement became radicalized and began to adopt other claims, against indebtedness, for legal abortion, which as we know managed to put almost 2 million women on the street in August 2018 and the average sanction in Congress and now even by the separation of church and state. Examples of smaller women movements in Poland, Iceland and Spain. Why was the size and level of radicalization of the mobilizations so different in each country? The Theories of Social Movements offer explanations (relative deprivation, political opportunities, political culture, Theory of Resource Mobilization). The study suggests that there is one more factor that has to be considered. That there are formal and informal inclusion processes that are much stronger in countries such as the United Kingdom and certain other Europeans, but which are weaker in Latin America. For example, formal processes include public policies and anti-discriminatory laws, well-funded and heard women's rights NGOs. The Equality Act of 2010 in the United Kingdom prohibits discrimination of any kind against women (among other minorities). It is perhaps the strongest legislation in the world to respect, prohibiting both direct and indirect discrimination, discrimination by association, discrimination of perception, sexual harassment, harassment of a third party and victimization. It applies to public life, work, education system etc. While about the informal processes, we are talking about a culture of political correctness in society that almost self-censorship to any tempt to discriminate against women. While these processes are good in theory, in practice, women continue to suffer from an unacceptable level of inequality in these countries. In other words, these processes generate a false sense of security among women in countries like the United Kingdom, such that some think they have achieved equality and there is no reason to fight any more or go out on the street. In other words, inequalities are more hidden perhaps because the daily experience of machismo is less obvious (whistling, humiliating images of women in media that are less frequent, etc.) while in many countries in Latin America it is still quite endemic. Also the question of social class matters. Middle and upper middle class women feel and feel the impact of adjustment less than those with less resources. However, it is precisely those of the middle and upper class that participate the more in these movements, because they have more cultural, social and financial capital. For example, for them to lose a day's work to participate in a march for women's rights is easier than for a woman with few resources. Within the same movements there is a hierarchy, women with greater educational background, political experience, language management and financial resources dominate and therefore spaces for immigrants and those with fewer resources can be relegated to less protagonist roles.

## **9. Youth labour trajectories and the role played by social capital in them.**

During his stay, contents related to axes 1 (Inequalities in the labour market and work trajectories) and 2 (Asymmetries in the relation between training and employment) of Pillar

1 were developed. Regarding axis 1, the researcher worked in the framework of the Conference *"Social inequalities in childhood and youth. Dialogues between Argentina and Spain "*, organized by the ODSA-UCA. The axis 2 was worked as content of the paper "The effects of unemployment, temporary employment and informal work on subsequent labor market transitions. A longitudinal approach among young workers ", which was presented at the meeting of the International Working Party for Labour Market Segmentation in September 2018. Regarding the methodology (Pillar 2), it was developed content related to quantitative methods, qualitative methods and mixed methods within the framework of the meetings to prepare some articles. In terms of Pillar 3 (Social Policies), the researcher has taken social policies as one of the aspects considered in research, and not as a central variable. The contents were worked particularly in the paper presented at the Seminar organized by the ODSA-UCA, which addressed the influence that labour and social protection policies have on the work trajectories of the young population. In terms of academic production, the three articles and the paper mentioned above stand out. Next, the access link to the presentation "The effects of unemployment, temporary employment and informal work on subsequent labour market transitions. A longitudinal approach among young workers":

#### **10. Social inequalities in the context of the organization and economic relations.**

The secondment of the researcher addressed contents related to axes 1 (Inequalities in the labour market and work trajectories) and 3 (Inequalities in work and family life) of Pillar 1. Her research focused on the analysis of alternative forms, more democratic and attractive to account for the economic operation from an approach that highlights the diversity and pluralism inherent in economic relations. In this point, the researcher highlights that her visit to Buenos Aires was fruitful to understand the variety of approaches to corporate sustainability and the responsibility of the interested parties, being able to become familiar with local experiments in alternative economic organization. Regarding Pillar 2, he discussed methodological issues with local specialists. Specifically with Dr. Julieta Godfrid, they focused on the social sustainability of mining companies and research material in the form of interviews with members of the local community in Argentina. With Dr. Nicolas Gambetta, the methodological considerations were based on the analysis of sustainability data at the national level and their connections with private companies operating in the area. Her research topic has links with social policy (Pillar 3), considering social equality both in terms of income and participation. The researcher highlights the possibility that she had to discuss collaboration between the governments of Finland and Uruguay in specific investment plans, which served as revealing cases of the multifaceted interaction between market operations, social sustainability, social policy and corporate responsibility. Finally, in terms of academic production, the researcher is in the process of writing two academic articles, both co-authored with local specialists. She did not annex academic production

#### **11. Analysis of gender inequalities in the workplace of new technologies.**

Her secondment was developed around the axes 1 (Inequalities in the labour market and labour trajectories) and 3 (Inequalities in work and family life) of Pillar 1. The research topic was the analysis of gender inequalities in the new technologies, and the researcher used a mixed methodology, rethought the priorities of the research and formulated research questions. He also made an analysis according to sex, gender and the factors that intersect between them. In terms of methodology (Pillar 2), Núria mentions two conferences that she attended at the IIGG (UBA), but there is not enough information to detail which theoretical-

methodological debates took place. The same happens in terms of linking their secondment with social policies (Pillar 3). Regarding Pillar 4, the researcher suggests that all the activities developed in the framework of the exchange were related to gender. At this point he mentions meetings with the INCASI team, where she was able to share knowledge and promote a gender perspective in the research carried out at the IIGG. Especially for this pillar, its participation in the meetings on the design of the Social Mobility survey stands out, as well as the writing, review and sending of the article *"Women working in Information and Communication Technology: situation and possibilities of progress"* to the magazine new technology work and employment (NTWE) (JCR). Finally, in terms of academic production, the researcher wrote four academic articles, one accepted and three sent to specialized journals.

## **12. Comparative analysis of labour market segmentation between Argentina and Spain**

The secondment of the researcher focused on Axis 1 (Inequalities in the labour market and work trajectories) and Axis 2 (Asymmetries in the relationship between training and employment). Based on previous research work, he reviewed and updated the analysis of the labour market from the perspective of segmentation in a comparative analytical exercise between Spain and Argentina. Axis 8 (Inequality of opportunity: intergenerational social mobility) was also discussed through partial advances and discussion on the analysis of social mobility, contrasting the counterfactual models applied to the case of Spain with the analysis of the Brazilian case. He used a quantitative methodology, in segmentation, building typologies through the combination of correspondence factorial and cluster analysis. In social mobility applying the log-linear analysis with multiplicative models and counterfactual simulation models. Regarding Pillar 3, the researcher dealt very partially with the role of labour market regulation, but clarifies that it is pending reading and deepening. His research also considered the issue of gender. In the perspective of segmentation, it takes into account the relevance of the job offer and, in particular, the gender profile. Finally, in terms of academic production, it has projected 2 research articles on segmentation of the labor market and on social mobility that will be published as of 2019. Progress was made in the two lines of research on segmentation of the labour market and on social mobility.

## **13. The impact of the crisis on the return of Latin American emigrants from Spain.**

The research unites two of the axes of the project, on the one hand it analyzes the impact of the crisis in the labor market and the migrant's work trajectory (Axis 1, Inequalities in the labor market and labor trajectories), and on the other, it tries to understand better the reasons for the return or the permanence in the destination country (Axis 6, Social inequalities, migrations and space). During the stay, progress was made in the elaboration of the theoretical framework of the article, as well as in the treatment and analysis of the data by exploiting multivariate techniques. It is expected to draft its final version in the coming weeks. The methodology to be used will be through the sources: Residential Variations Survey and the Active Population Survey, a descriptive analysis, a multivariate analysis and a conglomerate analysis. Regarding Pillars 3 and 4 of social policies and gender, respectively, the researcher does not make any specification. Finally, she is preparing an article about the mobility strategies and occupational trajectories of Ecuadorian migrants in Spain, and the impact of the crisis on the return decision. Also from a paper approved for the 15th IMISCOE "Annual Conference on Europe, Migrations and the Mediterranean: Human



Mobilities and Intercultural Challenges" with the title: "Should I Stay Or Should I Go? Crisis, The Ecuadorian Migrants And The Changes In The Spanish Labor Market".

#### **14. Segmentation of employment and intergenerational social mobility**

The researcher first developed the Axes 1 (Inequalities in the labor market and labor trajectories) and 2 (Asymmetries in the relationship between training and employment), through the preparation of the article "Segmentation of employment and appreciation of education in an anchored productive model. Comparative analysis between Spain and Argentina". In addition, Axis 8 (Inequality of opportunity: intergenerational social mobility) was addressed. An article was also prepared on the benefits of using the typological comparison in mixed designs. A quantitative methodology related to the two mentioned works on counterfactual models is used to establish explanatory mechanisms of social mobility. The researcher does not explain if Pillars 3 (social policies) and 4 (gender) were treated during the secondment.

In addition, in this period the following articles were completed: "Segmentation of employment and appreciation of education in an anchored production model. Comparative analysis between Spain and Argentina" and "Intergenerational class mobility over birth cohorts in Argentina and Spain". In terms of academic production, the researcher has 2 projected research articles on segmentation of the labour market and on social mobility that will be published after 2019.

#### **15. Value of university practices and social mobility in Spain**

During her secondment she developed Axes 1 (Inequalities in the labour market and work trajectories) and 2 (Asymmetries in the relationship between training and employment), advancing in "Segmentation of employment and appreciation of education in an anchored production model. Comparative analysis between Spain and Argentina". In addition, in "The role of higher education in intergenerational occupational mobility: comparative analysis between Argentina and Spain" were treated both Axes 1 and 2, and 8 (Inequality of opportunity: intergenerational social mobility). In addition, in the article "Occupational Mobility of Catalan Graduates" focused on Axis 4 (Educational Inequalities) in addition to the previous ones. Finally, "Intergenerational class mobility over birth cohorts in Argentina and Spain" was finalized (Axes 1 and 8). Regarding Pillar 2, a quantitative segmentation methodology was used, constructing typologies through the combination of correspondence factorial and cluster analysis. In social mobility applying the log-linear analysis with multiplicative models and counterfactual simulation models. In the work of Catalan graduates: contingency tables, waste analysis and linear regression. In the article on the role of higher education, the methodology used is contingency tables and binary logistic analysis. The perspective of segmentation takes into account the relevance of the gender profile. The results illustrate the segregation and the double reality of the incorporation of women into the labor market in the extreme segments.

#### **16. Effect of economic crisis on the inequality of educational opportunities.**

During his research, axes 2 (Asymmetries in the relationship between training and employment) were worked on, concluding that the demand for unskilled employment explains the high levels of school failure and early educational abandonment in Spain in relation to economic crises. For the methodology, the measurement of structural changes

was carried out through logistic regressions, interactions and ratio test. Regarding Pillar 3 on Social Policies, the author concludes that educational inequality is somewhat insensitive to changes in educational policy, although this result is very provisional. On the gender Pillar, there is not structural change in either men or women. Differences in the inequality of opportunities are greater among men than among women.

### **17. Transformations in gender relations.**

Throughout her secondment, the researcher devoted herself to the axes: Axis 7 (Uncertainty, strategies, resources and capabilities), Axis 1 (Inequalities in the labour market and in work trajectories) and Axis 3 (Inequalities in life labour and family). She sought to prolong his comparative analysis of transformations in gender relations. In terms of methodology, her contributions had to do with her feminist theoretical perspective. Feminist comparisons have to study 3 levels of analysis with the mobilization of different methodological techniques: 1) the macro social level, which allows to give the "backdrop" of gender relations (the "gender contract"); 2) the social meso level, which allows to understand the gender relations within the Organizations, especially labour ("gender order"); 3) The micro social level of analysis, which allows understanding the gender dynamics in a country. Reflection on the links between gender and social policies, how to read some social policies in terms of gender (according to the feminist conception according to which social policies have a gender in the sense that they produce effects on the relations and dynamics of genre), were an integral part of their stay program in the IIGG. Regarding Pillar 4, the gender perspective is transversal to all the axes, apprehended the gender as an inescapable angle of analysis of the world of work. With regard to academic production, the researcher is reviewing the article "Implorer la libre disposition du corps des femmes. Un regard français sur les ambivalences du «contrat de genre» argentin". She is also writing articles "The March 8 in Argentina, Brazil and France. Study a common event for the comparative analysis of gender inequalities" and "The polarization of gender experiences in the employment market to the challenge of the Argentine-French comparison".

### **18. Policies for the development of the social economy in recent Argentina. Scope, limitations and challenges**

Based on the sociopolitical matrix of Argentina (19th and 20th centuries) and social policies, the alternative social economy to the capitalist economy is analyzed, with an emphasis on "the social" and asks: what happens when the State proposes to create spaces for social economy? How are those experiences? The State tries to capture the local sociopolitical plot (NGO, municipality, social movements) around the arrival of social economy social programs, to capture limits and scope of associative forms of solidarity economy promoted by the State, and to capture the perspective of the recipients. Based on interviews and participant observation, programs in the municipality on social inclusion are analyzed. Micro-entrepreneurship and cooperatives are analyzed. It concludes the existence of a National Rhetoric linked to the social economy along with municipal management styles linked to reproduction of what is known to be done. The discourse of rights in the state guidelines with scant rhetoric of rights in program guidelines and implementing agents. It is a reality of individuals focused on individualism, against programmatic guidelines that challenge them from the community link. Weak social inclusion in formal economy circuits with strong

inclusion in impoverished social networks. There is a fragmentation of trajectories within the same social program with successful cases and losing cases.

### **19. The itineraries of Technical-Professional Education. A socio-historical approach**

The links between education and work are analyzed in a specific way in the Argentine Technical Education. To do this, she reviews the different periods through which Technical Education went through, the changes and continuities and the different reforms carried out. At the same time, references are made in relation to the social class and gender axes in technical education in Argentina. This is a type of theoretical work based on a qualitative methodology, on bibliographic review and interviews and informal conversations with officials of technical education in the province of Buenos Aires. She presents the advances that have existed so far in a doctoral thesis project, the comprehension of the educational-labour trajectories of young women and men who travel through a terminal plan of technical education in Gran La Plata. The entry into the political and academic agenda of issues related to the youth sector is verified, even in times of economic recovery and democratization of education. In addition to delineating some questions related to our research problem, the general objective and the specific objectives derived from it are developed. Subsequently, the theoretical framework is treated with reference to the categories of social inclusion, youth, gender and trajectories (educational-labor). Regarding methodological considerations, reference is made to the qualitative perspective, to the theoretical-methodological approach of the biographical perspective and to the technique of semi-structured in-depth interviews.

### **20. Structural heterogeneity, distribution of labour income and economic reproduction capacities of households**

A chapter of the thesis is presented where a classic topic of the sociology of work on the living conditions of households during a period of heterodox economic policies - the "post-convertibility" - in Argentina (2003-2014) is discussed. The literature recognizes a change in the orientation of economic, labour and social policy with respect to the cycle of structural reforms, but characterizes the period by its "opposing tendencies". From the broad field of work studies and social structure, some authors emphasized the recomposition of employment or the reduction of job insecurity. Other researchers highlighted the recomposition of the most qualified working class, an expansion of the middle classes and the "structures of opportunities" of social mobility. In this same field, other authors have stressed that the processes of recomposition coexisted with long-term features, such as segmentation. An aspect that has received less attention refers to the way in which changes in the labour market affected family living conditions: to what extent and in what ways were the structural heterogeneities of the urban labour markets indicated for the individual distribution of the labour force? What consequences did they have on their living conditions? We seek to answer the role played by the heterogeneity of the occupational structure in family life conditions, recognizing, simultaneously, the role of "mediation" that microsocial dynamics themselves -which occur in domestic units-, introduce into the capacities of economic reproduction. The analysis presented in this chapter is related to those studies on the determinants of monetary "poverty" with a focus on explanatory factors linked to the productive and labour structure, relating family subsistence skills with the characteristics of labour markets, segmentation and structural heterogeneity. As a hypothesis, it is postulated that the structural heterogeneity -examined from the sectoral demand for employment- would have maintained a significant interference in the pattern of distribution of labour

income and, consequently, in the economic reproduction capacities of households. In particular, households positioned in the micro-formal sector would have been exposed, with greater probability, to experiencing "deficient capacities of economic reproduction". However, we suggest that a greater economic effort of households (in terms of having a greater number of workers per household) would have contributed to moderate this relationship and, consequently, would have played a relevant role in the welfare outcome warned. The research uses a quantitative methodological design. The main source is microdata from the Permanent Household Survey. It is concluded that the impact of occupational heterogeneity and occupational segmentation cannot be understood without the mediation of microsocial dynamics and the behaviour of domestic units: about a third of the recomposition of total family income from work source originated in the availability of additional recipients and not in the average income per recipient.

## **21. Effects of social origin and class position on material well-being. An approach on social inequality in the City of Buenos Aires. 2012-2013**

The extent to which the class position, both of origin and of destination, explain unequal living conditions, measured by access to certain levels of material well-being, is investigated. In this way, three edges of social inequality are explored: conditions, opportunities and results. The problem of inequality is approached from a social class approach, specifically relational, with Marxist-Weberian elements and contributions from Latin American structuralism. The guiding hypothesis is that the effects of social origin persist and have an influence on the material well-being of households, beyond the effects proper to the subjects' class position. A methodology of quantitative nature is followed, using multiple linear regression techniques and binomial logistic regression. The source of data to be used comes from the "Survey on social mobility and opinions on current society" of the year 2012-2013 conducted in the Autonomous City of Buenos Aires. It is noted that the class position of the child is the variable that explains to a greater extent, the differences in income, consumption and access to home ownership. Mainly this relationship occurs with greater intensity when analysing income levels and in a lesser way in the case of housing. On the other hand, the direct effects of social origin are mostly weak for the three dependent variables, although their effect on the level of income and the level of consumption is transferred indirectly through the social class of the child mainly. Thirdly, the incorporation of the controls by sex and age, allowed to illustrate the wide disadvantage with which women run in the probabilities of accessing better income, as well as the difficulty of the younger ones of owning a home. However, these preliminary conclusions do not indicate that the position of class of origin has no effect whatsoever, a situation that would make it possible to speak of a society of a meritocratic type or guided by equal opportunities. On the contrary, as we have reviewed in the background section of this paper, the association between the class position of origin and destination continues to be strong. In this way, if the class still continues explaining, in part, the differentials in material welfare, it is necessary to highlight, jointly, the fact that the probabilities of promotion or social improvement, if strongly conditioned by ascriptive factors, to from accumulation of (des)advantages.

## **22. Social mobility and material well-being. A multidimensional approach. City of Buenos Aires 2012-2013**

The processes of intergenerational social mobility in the City of Buenos Aires are characterized from a survey by survey conducted in the years 2012-2013. What is attempted

is to understand the relationship between the change or reproduction of social positions and the material welfare of households, as a central aspect of the living conditions of households. The problem of inequality is approached from a social class approach, specifically relational, with Marxist-Weberian elements. Likewise, the notion of multidimensional social space resumed by Sorokin and Bourdieu is recovered. The hypothesis that guides the present work indicates that both the positioning in the class structure and the ascriptive factors of the subjects (mainly emphasizing the social class of the family of origin) keep a correspondence or association with the differentials in the conditions of lifetime. What it is about is to understand how the different ascribed aspects are linked to the social space of living conditions. The methodology used is quantitative, using the multiple correspondence analysis. The source of data to be used comes from the "Survey on social mobility and opinions on current society" of the year 2012-2013 conducted in the Autonomous City of Buenos Aires. In terms of results, it stands out:

- The process of factoring the original variables considered, allowed us to identify three structuring dimensions of the material well-being of households and their relation to class positioning and social mobility. First, the accumulation of capital and assets (labour income, assets, housing) are unequally distributed according to class membership and origin. Second, but not least, the remaining factors considered, would account for the importance of "residential stability" as an axis to investigate the living conditions, property ownership being a typical feature mostly in the classes better positioned.
- On the other hand, the remaining variables that account for ascriptive aspects such as sex, place of birth and cohort, from their incorporation as supplementary variables, have allowed us to respond positively about their connection with the different life conditions. However, it is necessary to clarify that the class insertion of the subjects (destination position), as well as the level of education, continue to act as factors of greater conditioning on the material well-being of households.
- Finally, the mobility trajectory, as a variable formed from the position of origin and destination, allows us to understand, at least in an exploratory way, the differential effect that the type of trajectory experienced presents. Although, the position in the class structure, would explain to a greater extent the inequality around the conditions of life, to the same class, the social origin conditions the probabilities of material well-being.

### **23. The comparative biographical perspective: methodological considerations from case studies of social inequalities in Chile and Argentina**

A methodological proposal is developed for the study of social inequalities with comparative perspective among countries that present diverse developments from the point of view of the presence of the Benefactor State and of social protection policies that are implemented after the crisis of 2008 in Europe and the protection responses generated by the countries in Latin America. The proposal actively incorporates the biographical approach as a theoretical-methodological perspective attentive to the study of social inequalities in a comparative key, for the analysis of trajectories of inequalities of different groups in different countries. The above allows, this methodological proposal to dialogue with the studies of inequality, mobility and class structure developed by the researchers associated with the INCASI project. The study groups will be constructed from the categories that have raised other research on social structure in different countries, taking as a reference the occupational categories, and analysing the inequalities of class, gender, generation, race, among others. Special emphasis will be placed on the intersectionality between the aforementioned dimensions. The countries' comparison frameworks are constructed based on a general view



of state policies and, in particular, on a set of policies that will be the basis of the welfare architecture to be compared, which have had the greatest impact on countries subsequently. to the year 2000. Within the framework of policies, certain policies of promotion and protection of employment take special importance in this proposal; policies of educational completion and school retention; and policies for the articulation of education and work. In the hypothetical case study proposal presented, the analysis intends to concentrate initially on the understanding of the differences and similarities between social classes (intrascale comparison) based on the analysis of the labour and educational trajectories (with their gender issues). ). This comparison of class trajectories (subjective) should then be reinterpreted in light of the meso and macro social dimensions and their articulation / tension in the specific case (intraconfigurative comparison). Subsequently, the diachronic interscalar comparison would be followed, pointing out the similarities and differences between the macro levels (policy frames), meso or institutional (policy network) and micro social (biographical) levels of each one of the cases over time. Finally, we would go to the interconfigurative comparison, pointing out the coincidences and dissidence of the articulations / tensions between both cases. It is proposed to work preliminarily with three proposed macro classes and an intentional sampling that considers gender, generation and ethnicity will be privileged.

#### **24. Proposal for the application of Torrado's social classification scheme based on current data**

A proposal of application of the social classification scheme of Susana Torrado is made from the official sources of information currently available in Argentina. As a result of the changes implemented in the occupational classifier used by the National Statistical System, after the elaboration of the author's classification scheme, the possibility of replicating it and, consequently, of giving continuity to its line of research was strongly conditioned work. In this sense, here we start with a detailed analysis of the author's theoretical and methodological perspective and also of the limitations present in the official information sources. Then, with these inputs, criteria for the application of the scheme are developed to recover a perspective of measurement of the socio-occupational strata and social classes widely used in sociological studies and that was developed exclusively to think about the Argentine social structure. The Permanent Household Survey (EPH) for the second quarter of 2016 is used as a data source. In broad strokes, the results of three classes correspond to the findings of different studies on the composition of the recent Argentine society and the Metropolitan Area. of Buenos Aires, with some internal variations and variations in the configuration of the limits, aspects that are detailed in the study.

### **4. Thematic Axis 2: Asymmetries in the relationship between training and employment**

#### **4.1. Substantive contributions**

The contributions of this period of the thematic research 2 “Asymmetries in the relationship between training and employment” have contributed to the AMOSIT model, fundamentally in the study of the relationship between university or higher education studies and equity, either in access or in labour insertion. Most researchers have developed a conventional quantitative methodology, with some novel aspects that will be detailed below. There is a

secondment with mixed methodology and one with qualitative methodology. The focus has been more on the classic issues of social mobility associated with equal educational opportunities of access to the university, with little impact on the concept of asymmetry. There is only one secondment that has analysed the type of training and learning that takes place in the university and the relationship that this training can have with the skills required in the labour market. There is a vacuum of analysis in other levels of studies that are not superior, there is no reference for example to professional training.

The Latin American-European Union comparative perspective is present in most secondments, although it is usually a matter of comparisons between specific countries depending on the assignment of researchers to research centres, with little perspective of typological comparison based on the analysis of several countries. In some investigations, similarities were more present than differences, but a systematic analysis of the common and idiosyncratic characteristics of each country cannot be inferred.

Pillars 2, 3 and 4 are present, although unequally. The methodological pillar is present in all, although there is more emphasis on secondments made by researchers specialized in methodology, as expected. Most quantitative approaches are conventional, either descriptive (correspondence analysis, clusters) or causal (regressions), with some novel contributions, such as reticular analysis or the typology of paragon. The mixed methodology is very scarce, and the qualitative one, also scarce, stands out for its innovation, since it is based on visual narratives. Pillar 3 of social policies has been analysed in a very collateral manner, only in a second time has a conceptual and comparative analysis of social policies been contributed. It seems that the relationship between the education system and the labor market is outside the main focus of social policies. Finally, the gender pillar 4 is present in almost all the secondments, but also in a collateral way, taking into account the variable sex in the quantitative analysis, not from a strong theoretical reflection in terms of gender.

## 4.2. Innovation

The innovation in this stage has managed to develop greater precision in AMOSIT measurement. The accumulation of experiences has allowed unprecedented measurements and comparisons between European and South American countries (especially between Spain and Argentina), on social mobility, educational, economic, social, and cultural inequality to be developed in the pillar set of pillar 1 and of gender. In several papers in progress, of secondees that travelled and did not travel, we can appreciate novel comparative developments, in the theme of mobility and inequality, and gender studies that show the highest frequency of projects and academic experiences.

There is a persistent effort in several secondees to progress in their themes that focus especially on socioeconomic and gender inequality, along with other more diverse, but always intersect with AMOSIT. There is a progressive accumulation, and mostly comparative approaches between European and South American countries. The predominance of comparisons is concentrated between Argentina and Spain, given the origins of the secondees. Objectives emphasize comparisons about the recent past, from at least 15 years to date. There are interesting methodological contributions using comparable official sources of micro-data. Many of these jobs are ongoing, but they are promising. The works on aggregate data and qualitative methods are concentrated on pillars 3 and 4 of social policies



and gender, trying to decipher the components of the inefficiency of the former, or the silent predominance of the latter.

The main contributions of the secondments are summarized below.

### 4.3. Summaries of reports

1. A secondment has based the work on developing a novel qualitative perspective, centred on visual and narrative analysis, to analyse the trajectories of young people when they finish university and face insertion in the labour market. The research aims to capture the differences between the expectations that operate at the social level for young people and the expectations that young people themselves have regarding their future. Although without developing it, the gender perspective is mentioned, given the differences in the trajectories of young people according to sex. It also echoes the importance of educational policy applied to higher education institutions to facilitate or obstruct equal opportunities, and from a comparative perspective between countries of northern Europe and the South American cone.
2. A secondment based on the conventional analysis of the incidence of social inequality in the access to the university and in the labour insertion of university graduates from the quantitative analysis of coefficients, in a context of generational increase of access to higher education. Gender diversity is mentioned, but not as a central axis. It is also done from a comparative approach, by comparing the demographic and institutional structures of Spain and Argentina. From a substantive point of view, the evidence is provided that social constraints have decreased in access to higher education, and the hypothesis of the excess of professionals that the labour market can not absorb is noted, a phenomenon more characteristic of the Spanish economy.
3. A secondment with a more pedagogical perspective, as far as a proposal is developed for the learning of competences in a university environment, competences aimed at improving the labour insertion of students and to compensate to a certain extent the inequalities of origin in the acquisition of competencies. In the secondment, a contribution has also been made to a theoretical-reflective working paper on the evolution of social policies, from a comparative but basically European perspective.
4. Two secondments provide a conventional quantitative analysis in the analysis of social mobility and the indirect effect of educational investment on the relationship between class of origin and class of destination, with an innovative element to be developed that is the simulation or counterfactual analysis. It fits in the theories of the segmentation of the labour market, also with a quantitative contribution that measures the different segments, based on the critique of the concept of work and educational investment of the theory of human capital. It takes into account the gender perspective and the comparative perspective between Europe and Latin America. The historical scope of the analysis is noteworthy, since its objective is to analyse the age effect in different cohorts of the 20th century. It is also worth highlighting (in the second section 5) a concrete analysis of the labour insertion of university graduates in Catalonia, with the comparative perspective of insertion in a context of economic crisis and in a context of recent economic recovery.

5. In this secondment a double contribution has been made. On the one hand, the inequality of access and graduation of higher education has been analysed in two countries, one in Latin America (Chile) and another in Europe (Italy), with which the comparative perspective is fulfilled. It is interesting to analyse the different institutional and historical-political contexts that have shaped the two systems, for example, the different incidence of the private university (higher in Chile) or the difficulties of job placement of university graduates (older in Italy). On the other hand, a research proposal has been prepared to analyse the student social movement that occurred in the period 2013-17 in Chilean universities, but closer to the paradigms of study of collective action than with the historical and institutional analysis of the Higher education centres.
6. In this secondment, the labour insertion of migrants is analysed, with a comparative approach between Argentina and Spain. Based on survey data, the objective is to analyse the employability of migrants, in relation to situations of poverty and the impact in the health field. There is no specific analysis of the role of education in migratory and / or labour insertion trajectories.
7. In this secondment, different aspects related to university studies and the labour market have been analysed. The first and most innovative has been the analysis of curricular and extracurricular practices and their impact on the labour insertion of university graduates. The second, more conventional, is the analysis of the economic return of educational investment in a context of crisis and in a context of recovery from the crisis. These are studies based on survey data, with a perspective of conventional quantitative analysis, with a methodological innovation based on typologies of parallels.
8. Two different secondments analyses have been developed, with a central focus that is the segmentation of the labour market, related to factors such as migration from the countryside to the city or the use of social capital. With a quantitative methodology, conventional multivariate analyses and other more innovative ones have been developed as counterfactual models and construction of types of paragon. Different comparative analyses have been carried out between Latin America and Europe, comparing the different structures of the segmentation of the labour market, finding however common elements. Regarding sex, it is analysed how the increase in women's access to higher education has not managed to break the glass ceiling of labour insertion.
9. In this secondment, a mixed research focused on the study of the work trajectories of young people has been proposed, with some comparative elements between Argentina and Spain. Some relatively new elements are pointed out, such as reticular analysis and social capital, and generational analysis to study the precariousness of youth employment. A longitudinal perspective is also proposed for the analysis of the work trajectories of young people, although there is no explicit reference to the role of training trajectories.
10. In this secondment, a theoretical work of reflection on the concept of Bourdieu "habitus" was carried out, and an empirical work of relationship between educational indicators, economic crisis and social mobility, for a comparison between Argentina and Spain. The classic inequalities of educational opportunities are addressed, with respect to social class, sex and migrant / native origin, taking into account high or low opportunity costs depending on the conjuncture of the labour market.

## 5. Thematic Axis 3: Inequalities in work and family life

### 5.1. Substantive contributions

In relation to the substantive contents developed in the secondments carried out in relation to the TRG "Inequalities in work and family life" five have been the subjects of study and research that have contributed to the development of the AMOSIT model since they consider work in a broad sense, more beyond employment; take into account the sexual division of labour and the implications of the relationship between family, market and State; and they approach daily life from the interrelation between the productive and the reproductive sphere.

First, studies that analyse the transformations in gender relations, conceptualized in terms of "gender contracts", "gender regime", "gender culture", "gender orders". This type of approach has several aspects: on the one hand, the importance of the organization of gender relations in the structuring of Welfare States and the important differences between countries to regulate this crisis of Fordist commitment, which will defeat the Male Breadwinner / Female care model. The crisis of the "capitalist state" model gave rise to a "globalized neoliberal capitalism", with the subsequent decline of this model and the progressive promotion of the Adult Worker model, but with different rhythms and forms within the European, North American and South American. In this sense, we reflect on the main structural changes with four evolutions, the "4 Fs": feminization, flexibilization, fragmentation and financialization. In this sense, this line of research is related to the pillar (1) on inequalities in the labour market and work trajectories, in which the concept of flexibility is relevant to understand the new employment models.

On the other hand, the transformations in gender relations are analysed, linking the dimension of Work and the Life Cycle, and productive-reproductive activities and times. In particular, inequalities between women and men in their labour participation are studied, in how work is distributed within households to meet the needs of reproduction, care and well-being, and in the time conflicts that may appear due to the diverse presences in these works, in the multiplicity of capacities to fulfil the demands of several contexts of the daily life of women, the fragmentation of roles, the difficulty to take advantage of professional opportunities, the glass ceiling and the sexist distribution.

Also, a group of researchers studied the representations and the agency of women (actions and strategies) workers. They analyse the way in which societies are traversed and constituted by gender inequalities and how this situation delineates a particular and segmented configuration of the labour market, which affects different forms of labour insertion and problematizes the idea of family as a harmonious unit, also including the perspective of gender and the differentiated (and unequal) condition between men and women. Based on the sustainability approach of life, the dichotomous and differentiated understanding of the productive and reproductive sphere is problematized, as well as the idea of the head of the family as the sole referent of the domestic units. It is pointed out that in contexts where the work is family, and also the family resides in the same area in which it works, these spheres are intimately interrelated and interdependent, stressing the traditional gender orders

Second, and as a micro-analysis closely related to the previous one, a line of research on women's work and its relationship with information and communication technologies is developed. The information and communication technology (ICT) sector still has significant shortcomings in attracting, retaining and promoting women. In addition to exploring the situation of women working in ICTs, these investigations seek to identify the main barriers and opportunities for their progress in this sector. In particular, the ways in which digital entrepreneurship is related to the structural effects of gender are pointed out. The gender / ICT link is studied by specifically analysing the tensions expressed by women in companies that use ICTs around work and daily life. This situation would explain, in part, the low participation of women in these firms.

This line of research links directly with the AMOSIT model as it approaches processes of alienation of the social structure of formal work in a given sector. Specifically, with pillar 1 in relation to the new requirements and training profiles in terms of competencies: adaptability and autonomy.

In the third place, it is worth mentioning a line of study that takes as its axis of analysis the new-diverse family structures and their incidence in the processes of social inequality in the productive and reproductive field. Specifically, the analysis of single-parent families within the framework of family diversity and women under punitive control. The analysis of the supply side of labour force shows that the main characteristic that distinguishes working women from men is the responsibility that the former have in social reproduction. Women, in general, to carry out market work, develop strategies that take into account all family aspects, which limits their form of participation, their time, their training, their mobility possibilities, etc. In this sense, it is of interest to investigate the impact on the form of labour participation of women in a type of family of special relevance: single-parent families.

Fourth, an approach linked to social policies and traditional family structures is developed. In particular, the welfare policies that the State deploys in the framework of the so-called familialist dogma are analysed, implementing a series of concrete actions in direct or indirect coordination with the family as a central space for social reproduction and subjective constitution.

In particular, the central role played by welfare policies and social representations in gender normative terms that they present and their relationship with the heteronormative nuclear family, and their function as welfare providers are studied.

From the approach of the AMOSIT model the lines of work identified in third and fourth place, allow to account for family and community ties of reciprocity in reaction, the effects of the processes of precarious conditions of social reproduction (education, health, social welfare), and the relationships between welfare policies and families as axes of social reproduction. Also, integrated, as a whole, the interaction of several areas of daily life: family, education, employment, with social policies, giving meaning and conceptually explaining life projects, trajectory and inflection points from a multidimensional approach that articulates the macro, meso and micro-social scales.

Fifth, it is worth highlighting those analyses on the (re) emergencies of inequalities, tensions, in the interconnection between work and family life in a context of acute austerity, structural adjustment, economic and social volatility and political instability influenced by the IMF , and that are manifested in a peremptory way in certain Latin American contexts. These are

generating, or rather accentuating a range of inequalities: in terms of the labour market; the underlying flexibilization; regarding the increasing collective action to face these processes, the lack of creation of qualified jobs; the return of downward professional mobility for many; links between austerity measures and increased levels of domestic violence, etc.

Finally, it is necessary to point out how certain lines of research related to this TRG indirectly have allowed us to approximate the inequalities between the workplace and family. Specifically, comparative studies on consumption and consumption practices, on food practices; and approximations to class inequalities based on the reconstruction of the educational-labour trajectories of young people from the middle and working classes.

## 5.2. Innovation

In relation to innovation in this TRG, it is remarkable, in the theoretical aspects, the application of conceptual and theoretical approaches not usual in the comparative studies between Europe and Latin America. For example, concepts such as feminization, flexibilization, fragmentation and financialization, with more scope and scope in the European research lines, have been transferred to Latin American contexts. In addition, the articulation between education, paid work, reproductive work (care) and the life cycle that emerge from the socio-political and cultural realities of Europe and Latin America, has been a clear example of innovation in the analysis of social inequalities.

Regarding the methodological aspects, it can be considered "innovation" because: (i) it has applied methodologies and techniques of social research unusual in comparative empirical studies between Latin America and Europe through an innovative methodology with a research design of mixed methods that articulate qualitative and quantitative techniques; (ii) the gender and life cycle perspective has been developed in the studies on social inequality in an extensive, deep and creative way; and (iii) methodologies and analysis techniques have been complemented in inequality studies with strategies developed in other social areas, applying them in a practical and effective way.

## 5.3. Summary of the main contents

The main contents developed in the set of secondments made in the TRG3 related to the AMOSIT model can be summarized in:

1. The organization of gender relations and their impact on the structuring of Welfare States
2. The concept of flexibility, extending it to the processes of feminization, fragmentation and financialization and its application to concrete sectors of work such as ICT
3. Social policies and family structures
4. Reproduction strategies according to family models.
5. The sustainability approach to life and its relation to family reproduction.
6. The impact of structural adjustment policies on the (re) emergencies of inequalities and tensions, in the interconnection between work and family life.

## 6. Thematic Axis 4: Educational inequalities

### 6.1. Substantive contributions

The report presents a descriptive synthesis of the central contents developed by postgraduate and postdoctoral researchers in thematic axis 4: Educational inequalities and the AMOSIT model; corresponding to the period 2018, Work Package 3 of INCASI. The scientific productions of this axis correspond to twenty studios. The reports are composed of seven scientific articles, eleven communications or advances of articles and two chapters of books. These reports address different issues that concern educational inequalities. They include quantitative and comparative studies on countries in Latin America and Europe, some of them, the first fruits of scientific cooperation established thanks to the INCASI project. However, the productions include a significant number of studies on different national contexts. These studies are generally derived from the doctoral theses that were initiated before the start of the INCASI project. In both cases, however, they address educational inequalities from different angles. Most of the comparative studies choose two or three countries for the realization of the studies, being frequent the comparison Spain and Italy, of the European side and Argentina and Chile, in what refers to Latin America. A distribution that reflects the composition of the universities that make up the INCASI project. In both cases, these are the countries that have the largest number of universities in the INCASI project and the reports reflect that well.

The report first presents the synthesis of the substantive contributions of the works of the researchers according to the subject that it addresses and makes reference to the methodology of the contributions. This is a description of the studies related to TRG4, which stands out to the extent of the results of pillars 1, 2, 3 and 4 and has consisted of a methodological contribution to this set of work. Subsequently, also have been included principles of innovation (theoretical and methodological), that identify reports that compose TRG4.

### 6.2. Summaries of reports

#### 1. Social policies from a comparative perspective

A first article addresses social policies from a comparative perspective, based on the particular case of the countries, one in Europe and one in Latin America, based on the use of social indicators and public administrative statistics. The study includes the definition of social policies, the context in which they originate and the main actors involved and, mainly, the resources invested and the impact they have on the population of the country. The authors present at least three generations of social policies. The first emerged in the nineteenth century until the Second World War with a set of laws enacted and that are configured as a system of obligation, with insurance in areas such as illness (1883), accidents at work (1884) and a mandatory retirement system (1889). A second generation of social policies was developed in the golden age of the Welfare State in Europe, in the post-war period (from 1945 to mid-1970) influenced by the ideas of Keynes. The study offers crucial information for the analysis of social inequality patterns and their resilience. By addressing the variations in the history of institutional structures to combat social vulnerability, it is possible to restore the logic underlying the construction of the Social Welfare State on both



sides of the Atlantic. With regard to the Amosit model, this study makes it possible to interpret some results about the patterns of social inequalities from an angle insufficiently dealt with by the literature: the way in which social policies affect the trajectories of individuals and the processes of social mobility. With regard to the axes of the INCASI project, the study is inserted more strongly in pillar 3 on social policies.

## **2. Insertion in the work of young people**

Focused on the comparison between a European country and a Latin American country, a second article addresses an extremely important issue, above all, to the European countries that refers to the insertion in the work of young people. Based on statistical data, the authors describe and analyse the empirical evidence available on the effects of economic crises on the patterns of professional insertion of young people. Entry into the world of work is a doubly important aspect for the INCASI project and for the Amosit model. In this moment of passage to the labour market the effects of the social situation of their families materialize that contribute to favour a more or less precocious entry into the work. Although the labour market and the "educational market" work autonomously, there are strong relationships between them. The symbolic valorisation of the diplomas and the social capital potentially accumulated during the transition through the education system are put to the test at the moment of professional insertion of the young people. The article is inserted in Pillar 1 and is transverse to almost all TRGs. It contributes, especially, to pillars 3 and 4, respectively, of social policies and gender inequalities. With regard to gender relations, specifically, patterns of insertion in the labour market reveal the persistence of a segmentation by gender of the labour market, with long-lasting effects on the occupational trajectories of boys and girls. If predominantly male jobs tend to be more remunerative, children tend to enter the labour market earlier and are achieving lower educational levels compared to girls. A difference that other studies attribute to social expectations and gender stereotypes that weigh on children.

## **3. Analysis of the school failure**

A third article reported takes as an object of analysis the school failure, understood as school failure and dropout, economic crises and inequality of educational opportunities in the Spanish and Argentine context. It is clear that the relationship between economic and inequality of educational opportunities is indeterminate, insofar as causal relations intervene of association of opposite sign, and, therefore, the net effect, will depend on the intensity of each of these forces. Despite that indetermination, there is empirical evidence that both phenomena are associated. In a complementary way, a study addresses the perception of meritocracy based on a study based on questions (n = 700), and on the concepts of social justice and redistribution, puntivism, meritocracy and pluralism to analyse the receptivity to certain Welfares mix and the perceived impacts that they would have on the daily life and on the working conditions of the interviewees.

## **4. Social inequalities in a country**

Next to the comparative studies between Latin American countries and Europe, several studies are observed on the social inequalities in a country, in general, the one of origin of the researcher. Such studies are based on national surveys and opt either for the scale of the countries or for the scale of the city. They are detailed studies and include longer historical series. This is the case of a study on educational mobility in a capital city of Latin America



that gathers information from 1996 to 2010 surveys, representative of the economically active population of both sexes and over 18 years of age. The main hypothesis proposes that the school expansion of the period did not accompany the growth of GDP. The authors argue that educational opportunities have not been taken advantage of in order to significantly reduce the social inequality of achievements and origins. The contribution of this research falls under Pillar 1, more particularly in the TRG4.

## 5. Typological model in mixed sequential designs

Another article takes as an object of analysis, more or less, the cases of a country in Europe and a country in Latin America. The authors present a reflection and a methodological proposal on the use of the typological model in mixed sequential designs. The model is defined as the average or individual profile of a particular group that is obtained through multivariate techniques (correspondence analysis and cluster analysis). Two studies are the empirical basis of this innovative procedure and show the practical implementation of the four uses of the model. The first refers to the analysis of the social stratification of households in Argentina (Fachelli, 2009). The second focuses on the study and identification of employment trajectories and their mutual influence with social capital in Spain and Catalonia (Alcaide, 2013). The contribution of this research is inserted in Pillar 1 (TRG1 and TRG 4) and especially in Pillar 2 of methodology for the study of inequalities. The results are particularly useful for researchers interested in multivariate statistical analysis, multiple correspondence analysis (MCA), construction of typologies and cluster analysis.

## 6. Expansion of higher education

In recent years, the growth of access to higher education has occurred on a global scale. In this context, the incidence of studies on the subject is not surprising. In general, researchers seek to describe how and through what mechanisms the expansion of higher education has taken place in different national contexts. It is also questioned to what extent this expansion represented an experience of democratizing access and expanding opportunities to groups historically distant from the university (working classes, women, blacks, indigenous people, etc.). One of the two research advances on this subject is a study based on the set of databases of the National Survey of the years 1990, 2011, 2013 and 2015 of a country in Latin America. The documents related to the methodology of the surveys of the respective years were reviewed. The examination of the related documents addressed the review of data and survey material from 1990 onwards, in order to achieve an approximation of the evolution of demographic and educational variables, particularly those related to higher and university education, and those related to household income. In an innovative way, the researchers did not limit themselves to the analysis of the survey data and included other empirical evidences that enriched the study. And they suggest that one of the sectors of greatest conflict in recent years in the country has been the student sector, which at the beginning of the decade of the collective decade in university collective action (2011) one of the most intense conflicts. Therefore, it is postulated that the conflict in the educational field supports the second argument line described in the article on the explanation of social unrest, because the effort involved in pursuing university studies would not be getting the benefits promised by the system, On the contrary, new social inequalities would be generated. This hypothesis is the one analysed in the article.

## 7. Higher education from a comparative perspective

Another article approaches access to higher education from a comparative perspective, comparing the case of a Latin American country and another European one. In this case, it was necessary to consider the common features and particularities of the two higher education systems. The two case studies share, among others, the characteristic of being systems of tertiary education that are under the watchful eye of the citizens of their respective countries. The authors argue that both systems have generated inequalities in the field of education and that it is these that generate dissatisfaction in citizenship. In the case of Italy, it is possible to see the results derived from the Bologna process that began at the end of the nineties and the effects of the economic crisis since 2008. In the case of Chile, the education system, not only the superior one, characterized by the privatizing inheritance that has its origins in the eighties and the demands of change to this model led by the student movement. If the relevance of the study for Pillar 1 and 2 is evident, it is worth highlighting the contribution of the study to the AMOSIT model. In particular, when inserting in the analysis the context of school inflation and frustration with the education system, the study suggests that the Amosit model should never disregard a careful, thorough analysis of the social and political context in which educational and labour trajectories take place.

## 8. Social inequalities and social capital

The literature on social inequalities points to other aspects that contribute to the fact that most of the school diplomas present an unequal income among individuals. Through the mobilized explanations, one of them refers to the social capital of the bearer of the diploma, that is, to the possession of a network of knowledge and social recognition, capable of being mobilized to get a job, a stage, a promotion. In this sense, the originality of a doctoral thesis whose author sought to estimate the size of personal networks is underlined. One of the crucial aspects in the study of social capital is the problem that derives from the strategies to estimate the amount of social capital volume that the subjects compare them to. How do they access it and what does it depend on that some people have less social capital?

## 9. Absenteeism in a country in Latin America

A second doctoral thesis was devoted to school absenteeism in a country in Latin America. This study was carried out as a thesis in Latin America and the secondments in Europe allowed its transposition for the context of a Spanish metropole. The issue is of the greatest importance and not rarely treated as a secret by the State. In many countries, they do not find data on the absenteeism of students and teachers to avoid the stigmatization of certain educational establishments. Meanwhile, one of the possible predictors of student abandonment of the education system is school absenteeism. This is a socio-educational phenomenon, a double-sided problem: educational and social that increasingly concerns educational policies and schools. From the educational point of view, the most important reason for this concern is because absenteeism represents a loss of learning opportunity and life experiences for the child and young person. It also represents a difficulty for the teacher since the absent students have been delayed regarding the progress of their peers in cognitive and / or social terms. From the social point of view, this situation will also affect their possibilities of employment and personal and professional promotion, and will increase the probabilities of marginalization, unemployment, delinquency, etc. It could be said that school absenteeism represents one of the faces of educational inequality both for the students who

experience it and for the school itself, as it affects their management processes and educational results.

## **10. Study on the elite schools**

Historically, social scientists around the world tend to design their research on social and educational inequalities by taking poverty and vulnerability as an object of analysis. Proportionally, studies on wealth and elite schools were much less incidents. More recently, however, many researchers have turned their attention to questioning how education systems are used to maintain privileged positions in society. A PhD thesis on elite schools in Argentina is inserted into this tradition of studies and extended through the INCASI project to an exploratory study on the elite schools in Spain. The object of study are the colleges that form upper class families in the two cities (Córdoba and Tenerife) from a comparative perspective, paying special attention to the processes of internationalization of education as a strategy to promote their educational offer. We sought to establish the main points of contact and local drifts that make the internationalization process, which has a global imprint on upper class families, to be configured according to specific geographical, historical, social and cultural context. The methodology used was mixed, therefore, it provides analysis of statistical data, which were accessed and accessed from the director of the ranch and established networks with different professionals during the stay with the aim of knowing similarities and differences in the internationalization offers of education in both cities. The statistical analyses were carried out through the Spad program (for multiple correspondence analysis-ascending hierarchical classification) and SPSS for the processing of the databases (frequency analysis and contingency tables). According to some recent studies, Latin America (AL) is one of the most unequal regions in the world. Its high degree of inequality is not only given by the high indicators of poverty and indigence, but by concentrating a greater amount of wealth in a few hands. Including the uses of the education system by the dominant groups is the particular contribution of this thesis to Pillar 1 and 2.

## **11. The itineraries of Technical-Professional Education. A socio-historical approach. Doctoral thesis.**

The present communication intends to analyse the links between education and work in a specific way in Argentine Technical Education. To do this, it will review the different periods through which Technical Education went through, the changes and continuities and the different reforms carried out. At the same time, some references will be addressed in relation to the social class and gender axes in technical education in Argentina.

## **12. How to overcome educational inequalities**

In accordance with the above, this article seeks to show convergent and divergent elements between the gypsy ethnic group in Catalonia and the Mapuche people in Chile, especially in educational contexts, which, recognizing the richness that the existence of social and cultural diversity supposes, make it possible to overcome social inequality and cultural gaps in order to achieve levels of social equity and promotion of cultural diversity. In this way the survival of the Mapuche language and culture will be favoured.

### **13. Higher education policies and question of social (in) equality: cases of Argentina and Finland**

This article analyses the way in which the public policies of Higher Education (ES) of Argentina and Finland contribute or not to reduce social inequalities in their respective university systems. We carry out a genealogical analysis of documents and an interpretative analysis of policies to find similarities and differences, placing them in their social and historical context, and developing plausible interpretations. We compared the characteristics of the social systems and the trends of the policies implemented in relation to the HE institutions in Argentina and Finland, showing their closeness or distance from the principles originally established around the ES in each country. We create the cases of Argentina and Finland, by analysing the policies of ES in the democratic era to know if and how policies contribute to reducing social inequalities in the ES. We conclude that the more they are based, the educational policies, in the logic of the market, the inequalities in the ES tend to increase, even in the Nordic country with a welfare state. Second, I think it is forceful given the economic crisis facing Argentina, talk about the impact of economic crises, adjustment and indebtedness on issues of social class and gender. Who are the winners and losers? For this I have used data from both the last ten years in the EU (since the crisis of 2008 and the adjustment model) and the last Argentine crisis in 2001. And third, as someone who specializes in issues of politicization and political mobilization, through the theory of social movements, we will try to identify and explain what are the differences and similarities between Europe and Latin America with respect to issues of women's rights and how they have mobilized to defend them. We always have to take into account intersectionality, then we put under the microscope how their social class, ethnic origin or migratory status interact with gender to impact on political participation in the fight for these rights.

### **14. Gender Inequality**

Another indicator is the Gender Inequality Index (GDI). This is an index to measure the gender disparity that was introduced by the United Nations Development Program (UNDP). According to this program, the index is a composite measure that allows to capture the loss of achievements within a country due to gender inequality. It uses three dimensions: reproductive health, empowerment and participation in the labour market. In this, the differences between Europe and Latin America are greater. Within Latin America, beyond the illegality of abortion, Argentina and Chile are the best, but even they are more unequal than any European country.

With respect to feminicides, obviously the figures are tragic in both cases. But while in Europe there is no country where the rate exceeds 1 in every 100,000 women, in Latin America, each country exceeds this rate, with the worst examples in El Salvador, Honduras and Guatemala where rates are up to thirteen times highest in the worst cases in Europe.

Both gender inequalities and the new feminist wave clearly have no regional borders. As a social movement, it has become successful and influential in certain countries both in Latin America and in Europe due to its ability to change attitudes on a daily basis and to press for legal and legislative changes. These movements have been quite successful in lowering the level of discrimination in these societies. However, within these two regions there are great differences about the level of politicization and awareness of women and these depend on the factors that we have discussed.

In addition, the question of social class matters. Middle and upper middle class women feel and feel the impact of adjustment less than those with less resources. However, it is precisely

those of the middle and upper class who participate more in these movements because they have more cultural, social and financial capital.

### **15. Arts in vulnerable educational contexts**

Contribution developed in the context of a participation in an innovative research project that sought to execute various aesthetic interventions in educational establishments that served vulnerable segments of the population. Within that experience was the Juan XXIII Municipal School, in La Legua, San Joaquín district. Equipped with an adequate infrastructure -in the process of improvement and remodeling-, it added to the usual perimeter walls and metal protection bars a bulletproof high wall, which protected its western façade, along a whole block, from the lost bullets of possible confrontations of the sector. The harshness of this physical testimony of the violence in place, which routinely accompanied the life of the school community, confronted me with various questions related to the school environment and its ability to provide valuable information, until now little considered when addressing the education process to which the less favored sectors of the national population are subjected. Also, the undeniable material presence of the precariousness of these spaces, opened a series of questions about the ability of the visual arts to intervene -and eventually modify- the environments where the population with the least resources of the country is educated.

The current crisis in the Chilean educational system has been a challenge for the development of a project that seeks to generate a process of reflection and action, articulating artistic practice as a process of creation and research, with resources and methodologies from the social sciences, to generate a concrete impact on the life of two educational communities in the country.

### **16. Analysis of social and educational mobility in Montevideo and Buenos Aires**

The data analysis work of social and educational mobility in Montevideo and Buenos Aires has data on social origin, education of the interviewee, sex region and current social class of the interviewee. A reduction of the EGP class scheme is applied in 4 classes; a coding of the educational level is applied with ISCED 2013 in 4 sections, 3 cohorts were defined (<1956, 1957-1970,> 1971). A comparative analysis research project was drawn up Argentina, Spain, Italy and Uruguay, four databases were exploited, and 1950-2010 trends data were developed for PBIpc education and sectoral PEA.

### **17. Intergenerational class mobility over birth cohorts in Argentina and Spain**

The focus of this document is a comparative analysis of intergenerational (social class) social mobility on birth cohorts in Argentina and Spain as late industrialized countries. Two central questions guide our work: 1) What are the global changes in absolute mobility rates between Argentina and Spain? 2) What has been the comparative temporal evolution of the class association force? We use the two working hypotheses of the guide: 1) Given the intergenerational changes in the work that moves from the rural to the urban, plus the growth of the service class -or "salary", we expect to find a high degree of mobility absolute in both countries; and 2) following the international literature, rather we hope to find a stable net association - control of structural changes - of origins and class destinations through birth cohorts. Finally, as a complementary and contextual part of our research, transnational comparisons of mobility trends for six countries selected from distinctive development



stages - Great Britain (as a point of reference), France, Italy, Spain, Argentina and Chile - will be explored. To make these comparisons, we considered cohorts born from 1951 to 1985. For Spain, we used the Living Conditions Survey (EU-SILC) and for Argentina eight waves of surveys (CEDOP-UBA). The methodological procedures are based on standard log-linear models. The results show greater structural, absolute and ascending mobility in Spain than in Argentina, especially for women. In relative mobility, both countries show some temporary invariance. We find by far more similarities than differences in the intergenerational class mobility regimes of the two countries.

## **18. Young people and digital technologies**

This article analyses the ways in which young people from the upper middle classes understand the deprivation and privilege associated with digital technologies. In particular, it explores the evaluations of these young people about the Connect Equality Program (PCI), as a way of understanding the status they give to inequalities related to the use and access of digital technologies. For this, we developed a qualitative methodology based on the biographical approach and interviewed 27 high school students from La Plata (Buenos Aires). The results show that there are conflicting assessments about the PCI and its recipients, which, however, coexist and overlap in the perspectives of young people from the upper middle classes. These assessments are traversed both by the Argentine political fabric, as well as by various delegated values in digital technologies and their potential. Taking this into account, we are interested in exploring how young people from 1 upper middle class understand the hardships and privileges associated with TD access when it comes to others, that is, young people from popular classes with whom they do not relate. , while they do not share areas of sociability nor the public space.

## **19. Non-curricular activities in the training and work itineraries of young people**

The study of the effect of non-curricular activities (ANC) on the training and work itineraries of young people shows that there is a social stratification of non-curricular activities. Depending on the social origin, NCAs are chosen differently, but they do not influence educational performance, although some activities may have some effect. The impact of non-curricular activities on school performance differs according to social origin. Some of these activities can become a mechanism to compensate for social inequalities. The greatest effect of the ANC, both positive and negative, on school performance is found among young people with parents without studies or with compulsory studies. In this sense, NCAs can compensate for the inequality of educational opportunities caused by the social origin of young people.

## **7. Thematic Axis 5: Geographical and social inequalities: ethnicity and Language**

### **7.1. Substantive contributions**

All the researchers were placed in specialized centers at the destination universities: Research Group Education and Work (GRE'T) at the Autonomous University of Barcelona; Department of Sociology and Anthropology at the University of La Laguna; Center for Intercultural and Indigenous Research (CIIR) at the Pontificia Universidad Católica de Chile,

Research Centre of Conflict and Social Cohesion (COES) at the University of Chile and the School of Arts, Sciences and Humanities at the University of Sao Paulo.

During the WP 1, WP2 and WP3, sending and receiving centers in this TRG have developed and formed a coherent whole in terms of research questions and fields of interest: social inequalities based on ethnicity, language and geographical differences. The centers act in a reciprocal way, sending and receiving researchers facilitating consolidation of collaboration also in the future as has happened already between researchers from the Center for Intercultural and Indigenous Research (CIIR) at the Pontificia Universidad Católica de Chile who has done their secondments in the Research Group Education and Work (GRET) at the Autonomous University of Barcelona and in the Department of Sociology and Anthropology of the University of La Laguna (and vice versa). The same consolidation of collaboration has also taken place with the Instituto de Investigaciones Gino Germani (IIGG) of the Universidad de Buenos Aires, particularly with the activities of the two previous WPs.

In this third WP, the group of researchers is composed of 3 senior researchers (post-doctoral) and 3 pre-doctoral researchers maintaining their relations and connections generated during WP 1 and WP2. Like observed in the previous reports, the majority of these researchers incorporate theoretical debates and perspectives of social inequality in their work. They study education from perspectives of equality, and equal opportunities for and access to education of distinct social groups such as youth and ethnic groups, in particular. In this WP3, special emphasis is on comparative perspectives between Latin American countries (Chile, Argentina and Cuba) and between European and Latin American countries (Chile and Spain).

Two researchers who are linked with the Center for Intercultural and Indigenous Research (CIIR) are the ones who most explicitly develop themes relevant to TRG5, explaining elements connected to ethnicity, place and territorial space. This aspect is pertinent for the next step; looking for components of innovation. The two pre-doctoral researchers approach themes of feminism and racism emphasizing especially the feminist movement and the neocolonial debates (relations between North and South) and their effects on gender relations, which are in line with the perspectives developed in the Pillar 4. Gender Inequalities.

Researchers who analyze inequalities from a viewpoint of educational success, access to justice and use of language in Latin American regional contexts, construct their arguments following theoretical perspectives of de-colonialization, and are critical towards concepts of power and knowledge. These are innovative elements in theoretical discussion compared to the debates and discussion in WP1 and WP2. In methodological terms, research done in TRG 5 is predominantly qualitative combining diverse techniques and instruments of research such as observation, interviews, ethnographic analysis and document analysis.

One of the researchers develop mixed approach when studying educational inequalities from perspectives of social and cultural capital. In so doing, this study complements the scheme proposed in AMOSIT model (Analytical Model on Social Inequalities and Trajectories). Most of the researchers are involved in developing the theoretical and methodological perspective suggested by the AMOSIT model and, in so doing, they advance theoretical and methodological ways to tackle and analyze inequalities in areas of traditional and intercultural



education, access to justice, prejudices and different forms of discrimination based on ethnicity/race, social origin, gender and social and spatial position in the society.

## 7.2. Innovation

The component of innovation is explicitly present in 3 studies done in TRG5. Two of these ‘innovative’ studies which were developed by academics from the Centre for Intercultural and Indigenous Research (CIIR) highlight and include artistic and cultural elements. They use these elements to propose more diverse ways of doing research by integrating various art forms (visual aesthetic and poetry) and ways of intervention (visual and linguistic) to analyze and visualize social inequalities in the field of education and in territorial spaces.

This kind of research acquires an esthetic and ethical sense and sensitivity when they visualize such less known and sensible social situation like violence experienced by young people who live in poor neighborhoods in Santiago or acts that violate human rights of ethnic Mapuche people and Roma people.

These innovative ways to approach social inequalities were discussed with and evaluated by other INCASI researchers in order to find a way to reflect and use artistic practices and methods in creating a research and doing the investigation (collecting data, disseminating results) in ways, which are applicable to social sciences.

This approach was already developed by an investigator from CIIR during the WP2. However, in this stage of the reserach, the approach needed to be refined by learning about research apparently different but similar in their final purpose or goal, like e.g. a project in preparation named Recognition through Participation: State, indigenous peoples and lay participation in criminal justice systems in Latin America, where theoretical tools are explored in critical socio-juridical studies.

The performative action, using visual and poetic art, allows researchers to express dimensions of inequality scarcely considered in research. Second, in this phase of the project, performative action (and innovative methods) are relevant when analyzing inequalities from the interpretative framework of postcolonial theory. Third, performative action is also needed to make cultural, educational and linguistic rights recognized as components of analysis in this project.

## 7.3. Summary of the main contents

During the third year of the Project (WP3), the thematic axis 5) Geographical and social inequalities: ethnicity and language has put special emphasis on themes of educational inequality, discrimination and lack of opportunities affecting women, students, people belonging to certain ethnic groups and people who receive social services or are in justice system. The contents developed include innovative methodological perspectives, which are deployed in disciplinary intersections by utilizing the logic of action-research. These perspectives are complementary to studies that are distributive in nature, including comparative analysis of public policies of the different countries in the INCASI network.

In their studies, all the researchers have focused on aspects of ethnic and/or territorial inequality. They have observed these inequalities from socio-economic perspectives paying

attention specifically to poverty and vulnerability of the groups under investigation. Unlike in WP1 and WP2, questions of discrimination and xenophobia are explicitly addresses and approached from feminist and intersectional perspectives, making issues of ethnicity or race ever more relevant.

## 8. Thematic Axis 6: Social inequalities, migration and space

### 8.1. Substantive contributions

The report presents a descriptive synthesis of the central contents developed by the contributions of the researchers to the Thematic Area 6: social inequality, migration and space and the AMOSIT model. The scientific productions, in a total of twenty-two, correspond to articles, article advances, and a book chapter on various topics related to Axis 6.

The subjects of the scientific productions presented in this report, account for mobility and social inequality, education and inequality; migration, gender, space. The report exposes in the first place the synthesis of the substantive contributions of the researchers works according to the subject that it approaches. Next it makes reference to the methodology of the contributions. Then it summarizes the Pillar of Social Policy, and the Gender Pillar of the research reports. It is established that the reported productions comply with the required format indications, for which reason they do not mention the names or the authors of the works.

#### 8.1.1. *Social inequalities*

The article that studies the perceptions about the conceptions about social justice and redistributive, meritocracy, and pluralism for the analysis of the receptivity to certain welfare mix and the perceived impacts that they would have in the daily life, and in the working conditions of a sample . The work recognizes various bibliographical contributions, among others, Richard Titmuss (social policy); incorporates methodologies of conceptualization and analysis of social representations, tributary of the work of Denise Jodelet. The results would indicate that the size of the establishment, the position in the occupational hierarchy, the level of education attained and the home of origin, are factors that influence the greater or lesser reactivity to redistribution and social inclusion policies. The most consistent group in the rejection of meritocracy and political conservatism is that, in which its members are employed in the public sector or in the private sector in companies with more than ten workers. It indicates, to less educative capital, greater support of the meritocracy.

Another article studies two processes linked to educational mobility in CABA, after the educational expansion in recent years in Argentina and its impact or not in CABA, a jurisdiction that had, in and of itself, very positive and more favorable social indicators than the rest of the country. On the other hand, it analyzes the intergenerational educational mobility in the city.

There are two articles related to the theme of education and inequality that share the perspective on the importance of extracurricular social factors that explain the educational

success (school failure), in context (s) of economic crisis. One compares the inequality of opportunities in Spain and Argentina, while the second refers to equity, equal opportunities and education in the Spanish reality. It uses Boudon's theory, because from this perspective, it is easy to incorporate the crisis in the secondary effects, as a variation of the opportunity costs of studying, that would fall before the increase in unemployment (unemployment), it is called the "substitution effect". The economic crisis produces two other causal effects of the opposite sign, which could aggravate school failure. and the inequality of educational opportunities: the income effect, due to the decrease in income of families; on the other hand, the reduction of public investment in education, called "scissors effect", and that could affect to a greater extent students of popular classes, in as much, main beneficiaries of the educational measures of diversification and support. The final effect of the crisis is indefinite, depending on whether the effects weigh more in one direction or the other.

On the other hand, three other articles are related to the effect of non-curricular activities (NCA) in the training and work itineraries of young people. The productions are about: (1) the social class, the NCA and the school performance; (2) the study of social class, NCA and school dropout; (3) and the one that refers to the social class, NCA, and the itineraries, the latter uses a comparative perspective of the national realities of Argentina and Spain. The general theoretical framework addresses, among other authors: Pierre Bourdieu and Alice Sullivan; Robert Putnam; Thorstein Veblen and Joffre Dumazedier; Casals et al. It also uses data on leisure time of young people, from Spain, Youth Report 2016. Casals et al. The first article is the one that presents a substantive advance, in relation to some first conclusions, through contingency tables it is observed that the social class of origin conditions the choices of young people in relation to the NCA, creating a social division of these. The impact of the NCA varies according to the variables sex, Family Formative Level and immigrant origin. The greatest effect of the NCA, both positive and negative, on school performance is found among young people with parents without studies or with compulsory studies. In this sense, NCAs can compensate for the inequality of educational opportunities caused by the social origin of young people. Sports and artistic school activities are associated with better performance for young people with parents without studies or with compulsory studies. Finding differences by sex: women athletes tend to have more school achievement, but not artists in school. Young musicians with parents with high and medium education tend to have the highest school achievement and those who do not participate, the lowest, in all family training levels, but especially among young people with uneducated parents.

The work about inequalities and cardiovascular risk factors can be mentioned in the Region of Maule, Chile. It corresponds to a preliminary report of investigative stay. The report shows the characterization of the epidemiological reality, and the demographic transition of a Chilean locality, with data from 2016. The study aims to estimate the prevalence of the main metabolic risk factors in population groups of different socioeconomic profiles of the community of Molina, Maule Region, Chile. Molina in few decades modified the morbidity rates, currently it has the highest national rates of cardiovascular diseases, stomach cancer and gallbladder cancer. The study works with a baseline of 7,669 participants; exposes the statistics on some socio-demographic variables of the studio population. Then it presents quantitative results on factors related to health characteristics of the population: obesity, hypersensitivity, diabetes, etc .; uses the health indicator PCA (Principal Component Analysis), a socioeconomic index of the individual position, develops the detail of the methodology used.

Another work on health in the urban Argentine population from a multidimensional view of poverty. The report presents a set of indicators related to indigence and poverty in the country, measured according to different methods and institutional approaches, begins the presentation with the official measure: Line of poverty, in the period 1980-2016. The measurement of human development and poverty through the survey of the Argentine social debt (edsa-bicentennial), explains the approach used: Multidimensional poverty approach based on rights, describes the aspects of: educational resources, health, decent housing, Affiliation with the social security system, food security. The research work focuses the analysis on the health conditions of the population, according to poverty by income, and poverty due to deficiencies. Finally, it presents a set of reflections to the debate, in line with the fact that relative improvements in material conditions and the expansion of social coverage have not been sufficient to reverse the levels of structural poverty; During the period 2010-2016, social indicators show the persistence of levels of poverty, structural exclusions and inequalities. The relative improvements in material conditions have not been equitable within the social structure, etc.

### 8.1.2. *Migration*

Three productions, found their object of study around the axis of construction of migrant women from the south in the north, from Modernity to our days as a specific social category. The work of the articles is located at the intersection of patriarchal, colonial / racist and capitalist relations. That contextualizes and characterizes the flows of Brazilian, and Colombian migrants to Spain and Portugal, and the determining impact of coloniality throughout the migratory process of women, from the society of origin to the host society.

### 8.1.3. *Space*

Work related to spatial segregation, social inequality, and subjective experience, traced in a research design. It touches the fragmentation, inequality and segregation in the Latin American cities; the case studies in Argentina; and in a neighbourhood of the platen periphery, and two neighbourhoods of the periphery of the city of Buenos Aires. From this theoretical construction it proposes to make a general characterization of the neighbourhoods El Mercadito and La Unión (both make up the case study) and its place within the urban layout of the municipality of La Plata, Argentina, its contextualization; and contributions to think spatiality, that space has gained importance as a dimension within the social sciences and then some contributions will be reviewed to think critically about spatiality.

### 8.1.4. *Other themes related to axis 6*

One of these works presents the chapter of a book based on the study of importance, due to the growing number of women entrepreneurs around the world, especially in emerging economies such as Brazil, for which there is a need to "embed Research within highly informed conceptual frameworks that recognize the gender nature of entrepreneurship" (Henry et al., 2013, p.1). The work shows the interrelation between the concepts of female entrepreneurship, the link between business and home and gender roles. The integral approach that it uses considers the context, race, ethnicity, socioeconomic and class status,

as well as the life course as part of the female entrepreneurial experience. It also makes explicit the use of a conceptual framework based on feminist theories, and the intersectionality to investigate the change in roles, and gender expectations in Sao Paulo, Brazil; underlining the intersection of the social spheres of women's family and business activity.

Another article, presents the scientific production on the constant action of social movements of human rights and feminist activism, from the reality of women in prisons in Latin America, the precarious conditions of life of the prisoners, the criminalization by drugs of those who are poor, discrimination and violations of their rights, especially indigenous rights, as well as addressing the resistance to discipline and arbitrary prison are, among other issues, from a critical feminist perspective. The article exposes and traces the trajectory of an important cast of Latin American authors, who from a gender and feminist perspective, have devoted themselves to investigating the reality of incarcerated women, to making visible forms of social and institutional violence of androcentrism, and to raising awareness about the reality of women's prisons in Latin America, and at the same time compose effective mechanisms to denounce and / or protect these women against the violation of their rights.

## 8.2. Other Pillars

### 8.2.1. *Pilar 2. Methodology*

The methodological aspects used by the researchers stand out for the quantitative, qualitative and mixed methodologies. Among the quantitative techniques used, the researchers mention, construction of indexes, use of institutional measures that are alternatives to official measures, which integrate perspective of rights and abilities of the subjects, for example. The use of various national secondary sources, mainly household surveys, of international organizations, and institutions specialized in the subjects studied; also, the study of a specific town that brings together a particular reality in relation to the evolution, and change, of a set of health variables of interest of the research.

In relation to qualitative techniques, the use of in-depth interviews and group interviews, case studies, the bibliographic systematization of Latin American authors is underlined.

On the other hand, a set of works used the mixed method. We wish to mention that a group, rather a minority of researchers, carried out comparative studies between (two) Latin American and European national realities.

### 8.2.2. *Pilar 3. Social policies*

Referring to Social Policy as a transversal axis, it must be pointed out that the set of analysed productions does not appear as a category of explicit analysis. However, it is observed that the results are directly alluded to. For example, in some of the studies on intergenerational social mobility; in education and social inequality; and in the approach to gender issues.

### 8.2.3. *Pilar 4. Gender*

The gender pillar is addressed in a set of works directly, both through a gender approach, or feminist approach. A certain number of works have covered the differences between women and men, those related to school failure, risk factors in health, among others.

### 8.3. Innovation

The report identifies innovation in a generic way, understanding it as the central aspect of the third phase of execution of the INCASI Project. The document does not take charge of the complexity of the concept, nor of a rigorous analysis of this aspect. The answer to the question that starts the section indicates that the productions analysed in the Thematic Area 6; Some works explore the issues that have emerged with strength in Latin America: productive micro-entrepreneurship, demographic phenomena, public health, etc. in the national contexts that see their material and social conditions continually worsen. Other works resorted to more sophisticated methodologies, to new analysis techniques, and / or data sources.

### 8.4. Summary of the main contents

As the first part of the Report presents, the substantive contents of the productions correspond to the topics covered by the Thematic Area, on social inequality, migration and space. The subjects presented in the works realize these, social inequality, is a concept, that given its breadth, converges a significant number of work; related to education and inequality, in national contexts affected by economic crises, and with the inequality of opportunities in Spain, and in the comparative of Argentina and Spain. The effect of non-curricular activities (NCA) on the educational and work itineraries of young people, which relate social class, the NCA, and school performance; school dropout; and a work that uses the comparative perspective between Argentina and Spain. The health of the population, studies on poverty in Argentina; and Chile.

On migration, highlights the work of Brazilian and Colombian migrants in Spain developed from a gender perspective. Gender inequality is exposed through the realization of imprisoned women in Latin America;

On the other hand, there is the article on urban segregation in the cities of La Plata and Buenos Aires, which contributes to the spatial issue.

## 9. **Thematic Axis 7: Uncertainty, strategies, resources and capabilities**

### 9.1. Substantive contributions

The report presents the synthesis that describes the central content developed by the contributions of the researchers to the Thematic Area 7: uncertainty, strategies, resources and capacities.



The productions (twenty-one in total), correspond to numerous articles on the various themes that hosts the Axis 7, there is also a Working paper, a document on the progress of writing a doctoral thesis, and a thesis chapter; and a document that traces the initial research design. The themes of the scientific productions presented in this report, account for mobility and social inequality, education and inequality; migration, gender, and sports practice and social inequality.

On this occasion, the report presents, in the first place, a descriptive summary of the substantive contributions of the works. Then, it indicates the methodology of the set of contributions. Third, it refers to the link between axis 7 and the Pillar of Social Policy, and ultimately, the Gender Pillar of the research reports is shown.

It is established that the work corresponding to Work Package 3 (2018), according to the format indications, present the synthesis of the research topics, according to the aspects and work criteria mentioned above, and without making explicit the names of the works, nor the authorship.

### *9.1.1. Mobility and social inequality*

First, a set of articles related to mobility and social inequality is described.

The article that studies perceptions about the conceptions about social justice and redistributive, meritocracy, and pluralism for the analysis of the receptivity to certain welfare mix and the perceived impacts that they would have in the daily life, and in the working conditions of a sample. The work recognizes various bibliographical contributions, among others, Richard Titmuss, social policy; incorporates methodologies of conceptualization and analysis of social representations, tributary of the work of Denise Jodelet. The results would indicate that the size of the establishment, the position in the occupational hierarchy, the level of education attained and the home of origin, are factors that influence the greater or lesser reactivity to redistribution and social inclusion policies. The most consistent group in the rejection of meritocracy and political conservatism is that, in which its members are employed in the public sector or in the private sector in companies with more than ten workers. It indicates, to less educative capital, greater support of the meritocracy.

A second article studies two processes linked to educational mobility in CABA, after the educational expansion in recent years in Argentina and its impact or not in CABA, a jurisdiction that had, in and of itself, very positive and more favourable social indicators than the rest of the country. On the other hand, it analyses the intergenerational educational mobility in the city.

Another article analyses the construction of discriminatory ideological schemes of adolescents and preadolescents. For which it considers the literature referred to the inequality in general, and to the discrimination as practice, based on conceptions that transform the difference in asymmetry; and inquires into the relationship between inequality, discrimination and juvenile transitions. The conception of inequality is that of Reygadas, while the dominant perspectives on discrimination will be that of INADI, Wieworka and Montes Berger.

Work on the effects of social origin and class position on material well-being. An approach on social inequality in the City of Buenos Aires, in the period of 2012-2013. It investigates to what extent the class position, both of origin and destination, explain unequal living conditions, measured by access to certain levels of material well-being. In this way, three edges of social inequality are explored: conditions, opportunities and results.

Likewise, another article follows the proposal of international works (Evans and Kelley, 2004, 2016, Sosnaud, Brady, and Frenk, 2013), regional (Jorrat, 2008, 2012, Nicola, Bravo, and Sarmiento, 2018). It is proposed to evaluate the impact that the objective well-being of the people has on the subjective positioning that they make, with respect to the space occupied in society. Likewise, from multi-level regression models, we try to investigate the variability that exists in this relationship both in the different countries considered and in time. It is a work in development.

The paper on the origin of class to living conditions, is located in place, to think about social inequality from the link between the intergenerational trajectories of mobility, and the material well-being of households. Buenos Aires city. 2004-2015. The research takes as a starting point the progress made, at the regional and local level, in the analysis of the class structure, and the patterns of social mobility; and it investigates the link between differentials of class intergenerational trajectories (as a combination of origins and class destinations), and unequal access to certain assets, and resources that make up part of the material well-being of households.

### *9.1.2. Education and social inequality*

There is a group of articles and work documents presented in the Thematic Axis 7, which refer to Education and social inequality.

There are two articles, in this thematic, that share the perspective of recognizing the importance of the extracurricular social factors that explain the educational success (school failure), in a context of economic crisis. One of which compares the inequality of opportunities in Spain and Argentina, while the second work refers to equity, equal opportunities and education in the Spanish reality. Boudon's theory is used, because from this perspective, it is easy to incorporate the crisis in the secondary effects, as a variation of the opportunity costs of studying, which would fall before the increase in unemployment, which he calls the "substitution effect". The economic crisis produces two other causal effects of the opposite sign, which could aggravate school failure. and the inequality of educational opportunities: the income effect, due to the decrease in income of families; on the other hand, the reduction of public investment in education, which could be called "scissors effect", and that could affect more popular students, since they are the main beneficiaries of educational measures of diversification and support. Therefore, the final effect of the crisis is indefinite, depending on whether the effects of one or another direction weigh more.

Another article refers to university education in Chile, and inequality, in the period 2011-2015. He argues that the empirical evidence shows that one of the sectors of greatest conflict in recent years in the country has been the student sector, which at the beginning of the decade had in the university collective action (2011) one of the most intense conflicts.

Therefore, it is postulated that the conflict in the educational field supports the second argument line on the explanation of social unrest, because the effort involved in pursuing university studies would not be getting the benefits promised by the system, on the contrary they would be generating new social inequalities. This hypothesis is the one analysed in the article.

The work that refers to ascending educational mobility, studies two processes linked to educational mobility in C.A.B.A. On the one hand, the educational expansion in recent years in Argentina and its impact or not in CABA, a jurisdiction that already had, by itself, very positive social indicators, more favourable than the rest of the country. And, to what extent, the C.A.B.A., represents a model of ascending educational mobility, because it has a high number of professional jobs in its Employed Population.

In relation to the subject, a Working Paper is also presented that addresses the background, and characterizes the Chilean system of university education. The document systematizes the bibliography in relation to the changes experienced by the tertiary system of Chile, since the eighties of the last century; when it took place on a university reform implemented by the dictatorship, in 1980. Then the document exposes the current characteristics of the tertiary system of education, and of the university system in particular, from the collected background.

## 9.2. Other thematics and pillars

### 9.2.1. *Gender*

Thematic Axis 7, and Gender, presents the production corresponding to the progress of a doctoral thesis chapter. The report presents part of the results of an investigation of the gender agencies of women that were linked to the construction and support of the Cuban socialist system from the literacy process. The document is based on the assumption that, through collective memories, everyday agencies emerge that allow destabilizing hegemonic discourses on history, and at the same time, generate new perspectives in relation to the resistance capacities of women who were protagonists in the consolidation of the Cuban Revolution.

A second production is an article about Feminism in Cuba. The work analyzes the place that feminism and gender studies have had in Cuba, from the 20th century until today. It also reflects on current trends in gender studies and their relation to the historical, political and social conditions that occurred on the island, including the impact of the Revolution on the emancipation of women and the way in which they understand gender issues from the social sciences.

It is also worth mentioning the presentation on gender inequalities, social class and political mobilization in Europe and Latin America; a comparative perspective that refers specifically to the situation in Argentina and the United Kingdom, although the analysis covers data from other countries. The analysis is presented via indicators of the situation in both countries, and both regions; with data from both the last ten years in the EU (since the crisis of 2008), and the last Argentine crisis in 2001. In summary, it refers to the impact of

economic crises, particularly in Argentina, the economic adjustment, and indebtedness, with respect to social class and gender.

### *9.2.2. Thematic axe 7 and migration*

Three productions, found their object of study around the axis of construction of migrant women from the south in the north, from Modernity to our days as a specific social category. The work of the articles is located at the intersection of patriarchal, colonial / racist and capitalist relations. That contextualizes and characterizes the flows of Brazilian, and Colombian migrants to Spain and Portugal, and the determining impact of coloniality throughout the migratory process of women, from the society of origin to the host society.

### *9.2.3. Thematic axis 7 and other topics*

This section highlights three works, dedicated to different subjects each. One of them refers to urban space and segregation; another exposes a theory (Neo-institutionalism theory) as the main theme; finally, two articles on sports practices and social inequality.

Work related to spatial segregation, social inequality, and subjective experience, traced in a research design. It touches the fragmentation, inequality and segregation in the Latin American cities; the case studies in Argentina; and in a neighbourhood of the platen periphery, and two neighbourhoods of the periphery of the city of Buenos Aires. From this theoretical construction it proposes to make a general characterization of the neighbourhoods El Mercado and La Unión (both make up the case study) and its place within the urban layout of the municipality of La Plata, Argentina, its contextualization; and contributions to think spatiality, that space has gained importance as a dimension within the social sciences and then some contributions will be reviewed to think critically about spatiality.

The presentation of the progress of writing a doctoral thesis, works on the object of study The object of study is to investigate how neo-institutional theory (Neo-institutionalism theory) works as a theory of research in different capitalist economies. Compare the experiences between Argentina and the European Union, as a possibility to illuminate the effects of political economy in different contexts and, therefore, build a supplement for neo-institutionalism from this point of view.

Finally, two articles give an account of the progress made on social inequalities in the realization of different types of physical activity in Argentina; It is argued that the social, economic, technological, and cultural transformations of the last decades have generated a decrease in physical activities and an increase in sedentary lifestyle. From different sociological perspectives, as well as from collective health and critical social epidemiology, it is emphasized that the possibilities of developing healthy lifestyles in the urban space, including physical exercise and sports, are conditioned by the lifestyles structured by the class, gender and ethnic relations. In turn, the place of residence, in turn, conditions the differential access to infrastructure and public policies that promote the realization of recreational and sports activities.

#### 9.2.4. *Methodology (Pillar 2)*

Regarding the methodological aspects, it is worth mentioning the use of quantitative, qualitative and mixed methodologies. A group of researchers conducted comparative studies between two national realities mainly, however it is not what prevails.

Among the techniques used, the researchers mention, bivariate and multivariate techniques, use of secondary sources, mainly household surveys and other sources of international organizations, and institutions specialized in the topics. In relation to qualitative techniques, the in-depth interview for the character of the investigations, together with group interviews, and the need to stay long in the field, to build trust with the interviewees in the case of the migrantas study. And some works highlight the mixed method.

#### 9.2.5. *Social policies (Pillar 3)*

Social policy as a transversal axis. In this regard it can be noted that in the set of the analysed productions, in the generality of the works this is not made explicit in the object of study, nor in the research questions; nevertheless, it emerges in a contextual way in the analysis. For example, in some of the studies on intergenerational social mobility; in education and social inequality; and in those that approached sports practices.

#### 9.2.6. *Gender inequalities (Pillar 4)*

This pillar is covered directly in a group of works, already mentioned in the first part of the report, through the gender perspective, and the feminist approach. A smaller number of works have addressed the differences between women and men, particularly in those related to sports practices; school failure, etc.

### 9.3. Innovation

The innovation identified in a generic way in this report on the third phase of execution of the INCASI Project. To answer the question asked, the productions analyzed in the Thematic Axis 7 can be considered, with respect to the theoretical, methodological and social policies; that some works used new theories, new sources of data, expanding, in this way, access to information about the object of study. Others explored, using new data analysis techniques. Also, we can highlight in this aspect, the realization of the work in co-authorship, which constitutes a concrete expression of collaboration in the research effort, promoted by INCASI, definitely, this modality can be contemplated within the innovation in scientific practice, and where in, in many cases, the effort was the comparative analysis between Latin America and Europe.

### 9.4. Summary of the main contents

As explained in the first part of this report, the central contents of the productions correspond to the topics covered by the Axis 7. These topics give an account of mobility and social inequality, which in some cases corresponds to comparative studies, while others investigate the Argentine reality mainly. Regarding education and inequality, the works are

related to national contexts, economic crises, and the inequality of opportunities in Spain, and in the comparative of Argentina and Spain; and in the analysis of the characteristics of the Chilean university system in the current decade. Gender inequality is exposed through the so-called gender agency in the context of the Cuban Revolution; and in the study of the place occupied by Feminism and gender studies in Cuba, in the 20th century until today. The inequalities of gender, social class and political mobilization in Argentina and the United Kingdom. And, the work of migration and social inequality, of the Brazilian and Colombian migrants in Spain, elaborated from a gender perspective. On the other hand, there are articles on sports practice and social inequality, and cases of urban segregation in the cities of La Plata and Buenos Aires.

These works reveal the national and extra-national contexts, of uncertainty (economic, social, cultural), as well as the analyzes and descriptions highlight a set of strategies, resources and capacities developed by the subjects before social changes.

## **10. Thematic Axis 8: Inequality of opportunity: intergenerational social mobility**

### 10.1. Substantive contributions

The report presents the central content developed by the contributions of the researchers to the Thematic Area 8 Inequality of opportunities: intergenerational social mobility. The report presents 13 works linked to axis 8, although it corresponds to 10 researchers, 5 pre-doctorate reports and 8 post-doctoral reports. The themes of the scientific productions presented in this report give an account of mobility and social inequality, social mobility and education, case studies, as well as advances in methodological terms

In the first place a set of articles related to mobility and social and educational opportunities is described.

The contents related to the inequality of opportunities and especially in relation to the educational inequalities of young people can be observed in several comparative articles. The first object of study that we can highlight has been "leisure activities of young people in Spain and Uruguay", as a comparative approach to the existing leisure practices among young people of both countries and the barriers they face or manage to overcome. Access to practices of certain extracurricular activities, due to social and economic inequalities, which may have an effect of compensating for educational inequalities caused by family origin. This research highlights this compensatory aspect that extracurricular activities have, showing how doing sports and / or art in school can help boys and girls with uneducated parents to improve their school performance.

In this same axis, we can observe in another study about Italy paradoxical situations, for example, that Italian universities, despite facilitating a more fluid access of students to higher education, are not recognized as an instrument of social mobility on the part of the population. The high unemployment figures of graduates have generated a climate of distrust of universities by young people and families in that country. This makes the enrollment drop and is quite similar to that of Chile, a country with a population much lower than Italy.



In the case of Chile, despite the high cost of studying, the entrance to higher education for those who can afford it means a probable element of intergenerational social mobility. For example, young graduates who come from families where parents have not gone through higher education actually have opportunities to achieve skilled employment and consequently higher wages.

Empirical work has also been done on the relationship between class origins, class position and material well-being. Specifically, for the Argentine case, the problem of social mobility has been approached from a multidimensional perspective, that is, considering not only the movements among the different social classes, but also their relationship with the processes of material welfare. In this sense, the concept of "social space of living conditions" is presented, structured on the basis of three dimensions that account for the accumulation / deprivation of assets and resources, access to housing and the form of possession thereof. The main conclusions are that the social trajectory is an explanation of the differentials in the distribution of well-being.

Also in this TRG, there were partial advances and discussion on the analysis of social mobility, contrasting the counterfactual models applied to the case of Spain with the analysis of the Brazilian case. The role of education in social fluency on cohorts and through age as an indicator of work experience is analysed, following the work of Richard Breen (2010: *Educational Expansion and Social Mobility in 20th Century*) and Louis-André Vallet (2015, 2017: *Mobilité entre générations et fluidité sociale en France, Le rôle de l'éducation*), a topic also studied by Carlos Antônio Costa Ribeiro of the Institute of Social and Political Studies Institute (IESP) of the Universidade do Estado do Rio de Janeiro (UERJ). The aim is to determine the contribution of the different mechanisms to the increase of social fluidity over the cohorts, adding the effect of age. We analyse the grouped cross-sectional data of the Socio-demographic Survey (INE, 1991) and the Living Conditions Survey (INE, 2005, 2011), both of men (50,804 cases) and of women (38,688 cases) that reached occupational maturity. 1956 and 2011 (born between 1926 and 1981), applying a simulation or counterfactual analysis to evaluate the relative role of education in the formation of social fluidity.

Another article in this TRG seeks to compare international social mobility by cohorts in Argentina and Spain, two countries whose industrialization was late. Two central issues guide this work 1) What have been the changes in absolute mobility? 2) What mobility has been in terms of intensity and relative mobility. Two hypotheses have been generated: 1) A change in absolute mobility rates is predicted, given the urbanization and occupational improvement experienced in both countries 2) Relative mobility is expected to be consistent according to the literature on relative social mobility.

Finally, as a complementary work, mobility trends were explored in six countries at different stages of development in Great Britain, France, Italy, Spain, Argentina and Chile. We worked with cohorts born in the interval of the years from 1951 to 1985. For Spain, the Survey of Living Conditions was used and for Argentina the eight waves of the CEDOP-UBA. The statistical procedures used are the log-linear models. The results show a greater ascending social mobility in Spain than in Argentina, especially in the case of women. In terms of relative mobility, both countries show constancy and invariance. We find more similarities than differences in the social mobility regimes of both countries.

## 10.2. Other pillars

### 10.2.1. *Methodology (Pillar 2)*

For this pillar, the analyses on intergenerational social mobility stand out, contrasting the counterfactual models applied to the case of Spain compared to the French case, and other literature analyses in Great Britain, Sweden, Germany, Brazil and the USA, as indicated in the previous section. The role of education in social fluency over cohorts and through age as an indicator of work experience was analysed, seeking to determine the contribution of different mechanisms to the increase of social fluidity over cohorts, adding the effect of age. In methodological terms, a simulation or counterfactual analysis was carried out to evaluate the relative role of education in the formation of social fluidity through the analysis of 128 models. In addition, on the one hand, a procedure for imputation of unrecorded labour income was carried out. It involved the grouping of the individuals of the survey according to income level, using the decision tree technique, in its CRT modality, and then within those groups applying the Hot-Deck imputation technique. In cases without information. On the other hand, various indexes of goods (proxy of consumption level) were reviewed and reconstructed in the various databases used. Given the qualitative nature of the variables used, they were created from the factorial scores arising from the multiple correspondence analysis. Finally, we worked on segmentation by constructing typologies through the combination of correspondence factorial and cluster analysis. In social mobility, the log-linear analysis was applied with multiplicative models and counterfactual simulation models.

Likewise, in the whole of the TRG, there were advances in relation to the analysis of the results with the SPSS software. Exercises were carried out on contingency tables, factor analysis, Cluster analysis and also ANOVA. Quantitative methodologies related to the two mentioned works on counterfactual models were also applied to establish explanatory mechanisms of social mobility. Simulation-counterfactual models were used from contingency tables and log-linear models to analyse social mobility tables. Finally, structural changes were measured using logistic regressions, interactions and ratio tests.

### 10.2.2. *Social policies (Pillar 3)*

In relation to social policies, information was collected that allows to account for the different modes of state intervention that were developed in Argentina during the period 2004-2015. In this sense, the impact of the various policies carried out by the National Government on the evolution of the class structure and its relationship with the distribution of welfare was evaluated. The role of regulation of the labour market is very partially dealt with, but it is pending reading and deepening.

In terms of results, it can be pointed out that advances in social policies are emerging. In general, there is a first phase of reflection on possible youth policies that may emerge from the research of the thesis. In the presentation in the Sectorial Commission of Education of Montevideo this more political facet was analysed, which allowed reflecting on viable political proposals, both for Spain and for Uruguay. Thus, it was possible to advance in a proposal to develop programs to promote among the young people the non-curricular activities that have a positive effect on their training and work itineraries. It is also proposed to provide access routes as universal as possible to those activities with social compensation capacity, such as

sports and music; avoiding the pay to play policy and investing in these activities from public financing.

### 10.2.3. *Gender inequalities (Pillar 4)*

Regarding the gender inequality pillar, several stages of the life cycle were analysed:

First, regarding the years of training, we worked in the period of youth, because one of the products developed around the gender axis is the comparative article to analyse the barriers of young people, both in Spain and Uruguay, in accessing and use of free time activities. As indicated above, the youth reports of the respective countries were investigated, confirming the differences by gender when choosing leisure time activities. In any case, although there are differences by gender, there are similarities by country, since common patterns are observed in Spain and Uruguay. In addition, when analysing the role of higher education, it is also necessary to take a particular look at women, since they have reversed their trend of the early twentieth century by increasing their participation in higher education and surpassing male participation. However, as will be seen in the next section, the glass ceiling is still observed in the labour insertion when analysing the income and occupational level reached.

Second, with respect to the labour world, the perspective of segmentation was used, which takes into account the relevance of the job offers and, in particular, the gender profile of the job position for some countries under study. The results illustrate the segregation and the double reality of the incorporation of women into the labour market in the extreme segments, especially: an unequal position of women in the labour market in the lowest qualified segments and standing out in the primary segment in the occupation of the public sector mainly.

Consequently, in the articles on mobility, women receive special treatment because their insertion in the labour market has a very different trait from men. In the analysis of fluency, women show a very different trend that deserves special attention, unlike traditional analyses, which basically took men only and extrapolated results to the general population. In the same way, attention was given to gender problems when constructing the different variables that refer to social class in the databases used. In this sense, to avoid the use of the head of the household as a provider of the class position of the whole family, we chose to build the class position based on the dominance model (Erikson, 1984).

## 10.3. Innovation

Gender analyses have been incorporated in this period with greater emphasis and precision in the different studies carried out, which implies the best conceptual development and also the statistical effort to observe the phenomenon quantitatively. Empirical work has also been done on the relationship between class origins, class position and material well-being.

Although the information achievement process is guided by emulation practices, causal explanations about the comparison in social sciences have been incorporated with greater sophistication, trying to give a greater scope of the theoretical analysis, in the level of justification, and to experiment with statistical models, taking into account the process of

harmonization and homogenization of intercontinental information, in order to account for endogenous individuals, as inter variables.

#### 10.4. Summary of the main contents

The study on the "free time activities of young people in Spain and Uruguay", as a comparative approach to existing leisure practices among young people of both countries and the barriers they face or manage to overcome versus access to certain practices extracurricular activities.

In this same axis, one can observe in another study about Italy paradoxical situations, for example, that Italian universities, despite facilitating a more fluid access of students to higher education, are not recognized as an instrument of social mobility on the part of the population.

In the case of Chile, despite the high cost of studying, the entrance to higher education for those who can afford it means a probable element of intergenerational social mobility.

Empirical work has also been done on the relationship between class origins, class position and material well-being.

The role of education in social fluency on cohorts and through age as an indicator of work experience was analysed.

Another article in this TRG seeks to compare international social mobility by cohorts in Argentina and Spain, two countries whose industrialization was late.

Finally, as a complementary work, mobility trends were explored in six countries at different stages of development in Great Britain, France, Italy, Spain, Argentina and Chile.

The analysis of intergenerational social mobility stands out, contrasting the counterfactual models applied to the case of Spain compared to the French case, and other literature analyses in Great Britain, Sweden, Germany, Brazil and the USA, as indicated in the previous section.

In the articles on mobility, women receive special treatment because their insertion in the labour market has a very different trait from men. In the analysis of fluency, women show a very different trend that deserves special attention, unlike traditional analyses, which basically took men only and extrapolated results to the general population.

### 11. Thematic Axis 9. Pillar 2: Methodology

#### 11.1. Substantive contributions

The methodological contributions generally reproduce characteristics similar to those discussed in the previous report of the Work Package 1. Although in many cases the reports do not sufficiently develop the methodological strategy, which does not allow to extract precise elements, in the texts that inform about it, there is coherence between the objects of

study and the theoretical problematizations, and diversity, wealth and constancy are observed in the designs and techniques applied.

In general, a distribution between the different methodologies is evident, although with a certain predominance of the quantitative perspective. Qualitative studies develop investigations in which they apply the techniques of in-depth interviewing and participant observation, recovering the social representations of children and adults of specific populations.

Quantitative studies, on the other hand, use different statistical bases at national level and carry out diverse analyses such as: multiple correspondence analysis, classification analysis, multivariate analysis and Log-linear analysis.

The investigations that apply mixed methods deploy multivariate quantitative analysis, document analysis and in-depth interviews and/or biographies to various social actors located in specific groups or territorial spaces.

Although they express their coherence of treatments, we cannot fail to notice a hiatus in the contents and expected results, taking as reference the AMOSIT model. On the one hand, studies are grouped whose central axis is social inequality and are directly linked to the initial AMOSIT model. On the other hand, works that reach to intersect the AMOSIT model are grouped, but the centre of their focuses, as research problems, does not converge towards it in a concrete way. It would be necessary to adjust this type of contributions so that they add content and strategies to the model that brings us together.

Also from the point of view of AMOSIT and the future research project should develop a specific look rescuing the contributions raised by the methodological strategies that serve to design and inform the research methodology to be presented soon. This would happen, in a generic way, by addressing the following aspects, in key words: comparative methodology (between countries-societies), dynamic analysis (longitudinal, biographical, trajectories, transitions, mobility, life course, etc.), macro-micro links, mixed designs that involve the articulation of a quantitative treatment of surveys (and other secondary data) with multivariable techniques (for static, dynamic and multilevel analysis), and a qualitative treatment to deepen the aspects of construction of sense of actions and detailed study of life strategies from a sociobiographical perspective or life course (prioritizing the biographical interview against other possible techniques).

Another dimension of the current INCASI and the future project would be the aspect of "innovation" from the methodological point of view, not so much technical, in the face of WP3 we should think about how the methodological strategy devised incorporates elements of innovation, thinking perhaps especially in the fact of comparing Latin American and European societies, or in the fact of quantitative articulation for dynamic analysis.

## 11.2. Summaries of reports

The different contributions have been commented along the eight thematic axes corresponding to Pillar 1. In this second Pillar 31 contributions were analysed that are not summarized so as not to reiterate the contents already commented.

## 12. Thematic Axis 10. Pillar 3: Social Policies

### 12.1. Summary of contributions

A total of 39 entries or secondments were listed under TRG-10 in Work Package 3 of the project. All of the secondees listed responded 'YES' to the question posed relating the relationship between the research conducted during the secondment and the issue of Social Policy (SP) under 3 categories as follows: YES, 'social policy plays a central role' in their research (14 responses); YES, 'SP is one variable among others' (13 responses); and YES, 'SP is only referred to in the research in relation to implications for policy and practice' (14 responses, including two cases of double YESes). Hence the first observation is that for the large majority of the entries (13 + 14 = 27 cases), the issue of the SP was primarily addressed as a transversal variable.

This report is based instead on the analysis of the 14 reports of secondments in which the issue of social policy was identified as 'central' to the research conducted during the secondment (column AB of the Excel spreadsheet). This is because it will allow us to identify and focus on the analysis of potential cases of comparative studies between Latin America and Europe where social policy is the critical variable under investigation.

The analysis of the profile of these 14 secondees shows that there was a gender balanced sample of researchers doing research where the issue of social policy is central, although with more post-docs than pre-docs. The focus of this body of research varied from inequalities in relation to access to employment, education, health, and also gender and compared models of wellbeing. Overall this body of research is either in line with the central components of the original AMOSIT model while another important group contributes to enhance the model by incorporating new inequality variables, for example the issue of gender, food and health inequalities. These are examples of innovation from the AMOSIT's perspective. One factor that should be highlighted in this report is that the majority of these secondments in WP3 suggest or indeed develop a comparative perspective of research between Europe and Latin America – in line with INCASI's central objectives.

The report is divided into 5 sections. These include: demographic profile of sample; thematic areas covered; degree of development of the research; innovation; relationship with the AMOSIT model; and analysis of examples of individual secondments. The most relevant information for each case entered is summarised in Table 1 below. It must be stressed that the names in the list highlighted with a star (\*) appear on the list sent to us by INCASI central administration but either they had not finished their secondment at the time they were listed (e.g. Luci Matias Jose) or they did not tick 'Social Policies' in their Plans of Secondment, and therefore these cases should be treated with caution when doing the analysis of the TGR 10 WP3.



**Table 1. Summary**

| <b>Thematic area/s</b>  | <b>Geographical focus</b>                    | <b>Degree of development of the research</b>   | <b>Role of SP in the research</b>  | <b>Relation with AMOSIT</b>                 |
|---|--|--|--|---|
| Políticas sociales comparada (el caso de AUH y políticas de empleo)   | España y Argentina                           | At an early stage of development               | SP central – efecto de las políticas sociales en la reducción de desigualdades   | In line with AMOSIT                         |
| Traectorias educativas, laborales y de género (el caso del plan de terminalidad educativa técnica)                | Argentina (¿)                                | At an early stage of development               | SP central – foco en un caso específico de intervención en el área de educación técnica  | In line with AMOSIT                         |
| Heterogeneidad estructural, distribución del ingreso laboral y capacidad de reproducción económica de los hogares | Argentina                                    | Advanced – published paper in INCASI WP series | SP central - foco en las limitaciones de la SP en la reducción de desigualdades  | Add a new methodological proposal to AMOSIT |
| Análisis comparado de políticas sociales desde la mirada de los distintos estados de bienestar                    | América Latina y Europa                      | Work in progress                               | SP central – SP framed into/limited by the different models of welfare states  | Add new perspectives to the AMOSIT model    |
| Modelos de bienestar en Europa y reducción de desigualdades   | Argentina y Italia (América Latina y Europa) | Work in progress                               | SP central – foco en las políticas apuntadas a la familia  | Add new perspectives to the AMOSIT model    |
| Intervenciones alimentarias en áreas vulnerables y migration  | España y Argentina                           | At an early stage of development               | SP central - Foco en el acceso de familias migrantes a los comedores escolares   | Add to AMOSIT model                         |
| Educación escolar y participación comunitaria   | Chile  | At an early stage of development               | SP central – foco en intervenciones apuntadas a facilitar la involucración de la comunidad en el desarrollo de las escuelas y su built environment | Add to AMOSIT model                         |
| Identificación y medición de health inequalities y política pública   | Chile  | At an advanced stage                           | Foco en un área geográfica al sur de Chile y específicamente en problemas cardiovasculares   | Add to AMOSIT model                         |
| Estudios de género y desigualdes  | España                                       | At an advanced stage (published)               | Foco en la violencia de género y la infraestructura de apoyo   | Add to AMOSIT model                         |
| Higher education system and gender inequalities   | Argentina y Finlandia                        | At an advanced stage                           | SP central – foco en el acceso de las mujeres a la educación universitaria   | Add to AMOSIT model                         |
| Pueblos originarios, derechos y política pública  | Chile  | Work in progress                               | SP central – foco en el pueblo Mapuche y sus reivindicaciones  | Add to AMOSIT model                         |
| Desigualdes alimentarias y de acceso a alimentos (food poverty studies)   | Argentina                                    | At an early stage of development               | SP central – Foco en políticas apuntadas a reducir food poverty  | Add to AMOSIT model                         |

|                                    |                              |                      |   |                     |
|------------------------------------|------------------------------|----------------------|---|---------------------|
| Alfabetizacion e inclusion digital | Argentina (Finlandia)        | At an advanced stage | SP central – foco en politicas apuntadas a democratizar el acceso a la era digital            | Add to AMOSIT model |
| Genero y la politica social        | Francia (Argentina y Brasil) | At an advanced stage | SP central – foco en el análisis critico de la inclusión del genero en las políticas sociales | Add to AMOSIT model |

### 12.1.1. *Profile of the sample*

The first issue examined in this TRG-10 Report WP3 is the profile of the sample of secondees, starting with the issue of gender. The descriptive analysis conducted shows that it was the case of a gender-balanced sample of colleagues doing research in the area of social policy– with 7 males and 7 females in total. As regard their career development, out of the 14 cases, 10 were post-docs and only 4 pre-docs.

### 12.1.2. *Thematic areas*

As far as the thematic areas of work is concerned, the area that attracted the greatest attention among these secondees were education related inequalities (4 cases in total) closely followed by gender inequalities (3 cases) and comparative models of wellbeing (2 cases). (see details in Table 1)

An important factor that should be highlighted in this report is that at least half of these 14 secondments

were either planning to conduct or are already conducting comparative research between Europe (mainly Southern Europe) and Latin America – in line with INCASI’s central objectives. In most cases these are one to one country type of studies, involving for example Argentina and Spain (2 cases) or Argentina and Finland (2 cases). Another case also involves Italy.

### 12.1.3. *Degree of development of the research*

As regards the level of development of the research reports submitted to TRG 10 WP3, out of the 14 submissions where the issue of social policy is central, the largest groups identified was at an advanced stage of development (6 cases), with a second group (5 cases) which was at an early stage of development. Among those at an advanced stages there were cases of secondees whose papers have been already published or submitted to academic journals for consideration for publication.

### 12.1.4. *Relationship with AMOSIT model*

Overall the body of research developed in TRG-10 WP3 is either in line with and/or contribute to enhance the original AMOSIT model e.g. by addressing new areas of study concerning the issue of social (and economic) inequalities, notably the Equal Opportunities agenda (i.e. ethnicity, gender, and health) and particularly gender inequalities. The issue of

gender inequalities is examined on its own right, as a discrete area of research, or in interaction with other forms of inequalities.

## 12.2. Innovation

The overall perception of the authors is that most of these studies are innovative in the sense that propose new methodologies and ways of thinking (which enhance the AMOSIT model, but this is difficult to confirm as we are not experts in each of the subject areas in question. Some further reflections on this are provided in the following section of the report in relation to examples of individual work.

## 12.3. Summaries of reports

In the preform of the report that must be answered by those who have made a research stay, Pillar 3 is defined as the one that addresses a topic of social policies (including social rights). The treated policy plays a more or less 'central' role for the research topic and this is reflected in the theoretical framework, the context, the research methodology and/or the possible use of its results. Sixteen reports indicated that social policy is central to their research. However, from the analysis we have carried out, not all reports cooperate in the same way with such centrality. In this sense, observing the responses of those who marked this pillar, we then develop the most outstanding points in an order established in reference if the researcher has answered if it is central to the plan of his work. It should be noted that some researchers have confused social policies with policies public. We start by defining that not all public or state policies, as you prefer to identify, constitute social policies.

1. One contribution on Social Policy from a comparative perspective develops a state of the art work that aims to compare social policies considering their definition and context of origin, the main actors involved and the resources invested, discussed with centrality on what resources are distributed, in what proportion, to whom, at what time and in what form. A second phase of the work describes the importance of performing an empirical comparative analysis through the application of an index, an original instrument proposed by UNRISD, modified and improved by researchers from the Poly-welfare Institute of the University of Valencia (Spain) and the University of Concepción (Chile), through various studies and applications in different contexts until obtaining a new instrument called Social Policy Index Plus (SPI +). The great change proposed to the original instrument is to include a new sub-index, with five finally being considered relevant for social policy such as social spending, taxation, governance, social security and GDP per capita.
2. This contribution presents two works derived from his stay "The community soup kitchens in Argentina. Trajectory of neighborhood interventions around social policies and food (in) security". The availability of information about the living conditions of groups in situations of food vulnerability makes it possible to understand how the number of options available to individuals and families to carry out possible courses of action in their social and food reproduction is limited and structured. Make a rationale about the institutionalization of different interventions of the canteens in the period 2000-2010 to describe how food assistance policies were constituted within the historical framework of social policies. The relationship between combating poverty and goals to eradicate

malnutrition and malnutrition have been in force in the last thirty years in all social programs against poverty. The strategy defined by the regional and international development agencies and agencies on intervention and food rights (FAO, 2009, 2010, 2011 Initiative for Latin America and the Caribbean without Hunger) was based on the food problem as a problem to be resolved to be prioritized from the instruments of generation of public policies that go beyond the actions of fight against poverty. Analyzes for Argentina the National Plan of food security that assumed two distinctive dimensions. The federal and focused plan involved the integration of current national decentralized programs (PEA, Fopar, Pro Huerta) along with the interventions of municipalities and provincial governments. The program arose at the instigation of the enactment of the national food and nutrition program law enacted in 2003, following the declaration of a food emergency in 2002 by the national parliament.2.b. A second work by the same author entitled "Intervention Food and neighborhood organization: food assistance in community kitchens in Argentina "with the aim of the work focuses on the qualitative analysis of accounts of community soup kitchens managers offering food assistance in a poor neighborhood of the city of La Plata, Argentina.

3. In the report of this contribution it is indicated that the crisis of the problem of youth labor insertion in a comparative key in Italy and Argentina is studied, in the period 1993-2017. The theoretical perspectives of various authors in Europe are taken, all of them tributaries of Esping Andersen. The guiding concept is the Mediterranean model of welfare. The contributions of Fantozzi stand out about the particularity of the Italian case. For the Latin American case, the contributions of Fernando Filgueira stand out, which presents three models applicable to dual economies with unbalanced economic development structures. These contributions are historically situated to talk about residual welfare models, after the structural reforms of the late 1990s. In spite of its political and ideological foundation, to what extent can it be said that residual welfare models contributed to the generation of social inequalities in recent decades? In turn, what are the axes of a possible comparison? Part of the existing literature tries to emphasize that the indicators on youth problems depend a lot on the economic conjecture (presence of aggregate shocks) and the life cycle conjecture; However, when a long series of time is considered, can it be said that there were substantial changes in the juvenile problem? To what extent, behind it are structural changes that are sustained over time, cohort after cohort? The analysis technique used is the integrated autoregressive models of moving average (autoregressive integrated moving average), which is a technique used to analyze, describe and predict future values. In this case, it is used to detect structural trends. (Summary I can not find the article).
4. A fourth contribution presents a ppt Under the title of "Policies for the development of the social economy in recent Argentina. Scope, limitations and challenges ". The author summarily develops a comparison of social policies in Argentina during the 20th and 21st centuries, noting three periods characterized by models of statehood, economic accumulation, social policies, effects; from the second half of the twentieth century observes the centrality of the worker and social policies, during the neoliberalism 1990-2001 the loss of social and labor rights, from 2003 to 2015 during developmentalism, notes improvements of the popular classes. (lower poverty, lower unemployment, lower inequality, improved income distribution); Recovery of protection for employed workers. Structural problems prevail: unemployment, poverty, informality. These contexts serve to position the social economy that is its central objective of analysis that defines as an

alternative to the capitalist economy and with an emphasis on "the social". It is defined by the aims of the company, by the participation of the partners and by democratic management. Examples consisted Cooperatives, fairs of associative ventures, solidarity distribution networks, experiences of fair trade or barter, factories recovered. In this context, the question is: What happens when the State proposes to create social economy spaces? How are those experiences? What happens when the State proposes to create social economy spaces? / What sociopolitical processes are presented? Diagnoses through its qualitative study that attempts to "capture the local sociopolitical plot (NGO, municipality, social movements) around the arrival of social economy social programs, capture limits and scope of associative forms of solidarity economy driven by the State. Capture the perspective of the recipients. " As conclusions the author observes the National Rhetoric linked to the social economy / Styles of municipal management linked to reproduction of what is known Speaking of rights in the state guidelines / Scarce rhetoric of rights in program guidelines and implementing agents. A reality of individuals centered on individualism vs programmatic guidelines that challenge them from the community bond. Weak social inclusion in circuits of formal economy / strong inclusion in impoverished social networks. Fragmentation of trajectories within the same social program. Successful cases and losing cases. It generates even more inequality among excluded sectors.

5. The author of this secondment report "Structural heterogeneity, distribution of labor income and economic reproduction capacities of households" (Thesis chapter) refers to how changes in the labor market affected family living conditions and asks itself to what extent and in what ways were the structural heterogeneities of the urban labor markets indicated for the individual distribution of the labor force translated into households? What consequences did they have on their living conditions? This chapter seeks to answer the role played by the heterogeneity of the occupational structure in family living conditions, recognizing, simultaneously, the role of "mediation" that the microsocial dynamics themselves -which occur in domestic units- introduce into the economic reproduction capacities, for which the analysis presented is related to those studies on the determinants of monetary "poverty".
6. In this contribution the author has marked pillar 3 the first of those named as "central in the work plan" in a comparative study between France and Argentina. France that developed a Welfare State characterized by a fairly high degree of de-familiarization and de-commodification in care policies while Argentina has a very low level of de-familiarization and de-commodification. In other words, the family - the women - and the market - have a central role to ensure the care of minor children in Argentina because in a high percentage the care is in the area of resources for private services, while in the French case, contributes more importantly. He points out that the destabilization of state capitalism, characterized in Europe by the development of welfare states, led to a multidimensional crisis: an economic crisis; an ecological, political and democracy crisis; but also, in the perspective of Karl Polanyi and then, Nancy Fraser, a social crisis in term of regulation of the sphere of reproduction, known as crisis of care (care crisis). My research program in the scope of the Incasi project is based on this crisis, connected with the progressive promotion of globalized and finance capitalism, based on the oil shocks of the 1970s, of a new model of citizenship, increasingly -sexuado: the model of the Adult Worker, or adult worker that generates a tension, a social contradiction that can be summarized in the following question: With the participation of women in the

employment market, who will ensure the care work that they Did they guarantee for free, in exchange for an access to the social rights of a (man) provider of salary? What are the similarities and differences in the way of regulating this crisis of care in Argentina and in France? In my conception, care is part of the reproductive work, which constitutes an indispensable work, necessary for the productive work paid in the monetized sphere. It refers to domestic work and care of dependent people. The analysis referred to below describe research in specific areas such as health, education in relation to social policies. Although it has been marked as central by the researchers, we note that they differ from those discussed so far.

7. How to overcome educational inequalities (ideas of the policies with the gypsy ethnic group that can help the Mapuche people in Chile). This article seeks to show convergent and divergent elements between the gypsy ethnic group in Catalonia and the Mapuche people in Chile, especially in educational contexts, which, recognizing the richness that implies the existence of social and cultural diversity, allow to overcome social inequality and gaps to achieve levels of social equity and promotion of the diversity of cultures.
8. This researcher presents two works; one in reference to educational inclusion of young people from the FINES plan case study of the Gran La Plata "in reference to: how are the transitions from school to work in these young people ?, the passage through the plan contributes to produce some change in their trajectories ? A second work by the same author who presents "The itineraries of Technical-Professional Education. A socio-historical approach "refers to a specific case study in reference to analyzing the links between education and work in a specific way in Argentine Technical Education.
9. In this contribution the author presents an investigation based on arts in vulnerable educational contexts, and like Santiago Poy are investigations in the framework of realization of his doctoral theses. It seeks to generate a process of reflection and action, articulating artistic practice as a process of creation and research, with resources and methodologies from the social sciences, to generate a concrete impact on the life of two educational communities in the country. Regarding axis 3 Social Policies, the researcher points out that research has allowed the development of social change projects from interdisciplinary perspectives that can be used as inputs to propose social policies articulated from the legislative sphere. This exploratory study addresses the school aesthetic environment in two educational establishments through a mixed methodological design. With an intentional sample of two establishments in the Metropolitan Region, through the application of the following criteria: a) dependency (municipal and private subsidized), b) location (rural and urban), and c) vulnerability index (high).
10. Finally, in this case, the author had marked in her plan of stay reflection / impact of social policies presents an article that analyzes the way in which the public policies of Higher Education (ES) of Argentina and Finland contribute or not to reduce social inequalities in their respective university systems. The authors frame the article produced as "a genealogical analysis of documents and an interpretive analysis of policies to find similarities and differences, placing them in their social and historical context, and develop interpretations." They say that they compare the characteristics of social systems and the trends of the policies implemented in relation to higher education institutions in Argentina and Finland, showing their closeness or distance from the principles originally established



in each country. It is only the summary, not the article, but it is a clear example of believing that all public policy is social policy.

## 13. Thematic Axis 11. Pillar 4: Gender Inequalities

### 13.1. Substantive contributions

#### 13.1.1. *Social policies and dynamics of gender*

##### *Welfare regimes and gender equality*

From a general comparative perspective, a research gives an analysis of the different existing welfare states typologies. From the European side, a lot of typologies are studied, while from the Latin American side the author notes the efforts to reproduce and adapt such a classification per country. A specific attention is given to social politics developed in each ideal-type model, with a focus on family policies and its incidence on gender inequalities with the private sphere. The role of the family – and then of women as first carer – for ensuring protection and well-being is one the most relevant aspects shared by Latin countries such Spain, Italia and all countries studied in Latin America.

##### *Welfare regimes and hetero-familialism*

Likewise, another study concentrated on Argentina but that mobilized european litterature analyses the pertinence of welfare models for international comparisons and its relation with the study of the central role played by the heteronormative and nuclear family for providing well-being. The researcher outlines the presence of deep gendered social representations and its contribution welfare states politics design. He also highlights the impotence of the familialist dogme: the state designs and shapes a series of concrete actions directly o indirectly connected with the traditional model of the heterosexual family that becomes the main spaces of social reproduction and women's exploitation.

##### *The resistance of the male breadwinner model in Argentina*

In another research from the same precedent researcher focalized this time on the access to education in Argentina, the representations of gender during childhood, adolescence, professional life and retirement appear as deeply gendered and then, sources of inequalities. Indeed, the gender division of work remains almost unchanged, such as the so-called male breadwinner / female carer model.

##### *Gender, austerity and neoliberalism in Argentina and Chile*

A comparative research between Argentina and Chile made by two authors highlights once again the central role of women in providing (freely or poorly paid) different type of social welfare (health, education, childcare or any type of care). Far from the equalitarian contemporary discourses, the authors show the impact of the new policy turn, characterized by low redistributive capacity of social politics, on the reinforcement of the role of women

as caregiver. In other words, the promotion of neoliberalism in both studied countries is based on the possibility for individuals to pay for their own social provision.

#### *Gender and welfare states in Europa*

In the same way, another research is focused on a polarization of individual/women experiences according to the degradation of welfare state policies and the movement of privatization of welfare: women from low-privileged classes have to provide themselves for the social provisions they cannot pay for. Hence, this phenomenon leads to an increase of gender inequalities and power relations within the private sphere. However, the study also reveals that the Europeanization project still lets places to national specificities, so that the role of (care) giver also varies according to the presence or not of social policies that help families. In other words, despite the process of convergence through more privatization of social provision, various national systems still exist, with various consequences from a gender perspective.

#### *Feminist policies (en Chile, Francia y Argentina)*

Two studies relate the concrete political initiatives promoting gender equality.

### *13.1.2. Gender division of work, productive and reproductive work, reproduction and participation on the labour market*

#### *Work/life balance of qualified women in Argentina*

Through a study of the work/life balance of qualified Argentinian women working in the oil sector, the author proposes an analysis of the gender division of work within privileged Argentinian families.

#### *Women in food caring and food intervention*

Through a study on food intervention and its organization by district in Argentinian community canteens, an estancia dedicated to food assistance shows that women are in charge of the Food intervention and neighborhood organization: food assistance in community kitchens in Argentina. The women come in charge of the dining rooms and present a history of them that runs parallel to their links and conflicts with the organization. They prefer to remain under the orbit of the same position, since not only does the organization provide inputs and subsidies, but they also continue to be an unavoidable endorsement of the demands channeled to the municipality.

#### *Social inequality in the realization of distinct physical activity in Argentina*

Gender produces inequalities in relation to physical activity and sports practice.

### 13.1.3. *Gender representations and gender mechanisms in education*

#### *Gender and educational trajectories (in Argentina, Chile, Finland and Spain)*

Even if the gender perspective is not central in most of these following researches, a number of secondments focused on educational trajectories insist on the important impact of gender to apprehend and understand the production of inequalities. Then, in spite of a well-known process of feminization in education and, furthermore, in spite of the continuous increase of the number of women in advanced education, different studies (one on Chile and another on Argentina and Finland) recognize the role of gender to explain inequalities. In the same vein, a study on the effects of non-curricular activities during training and professional trajectories of young persons in Spain shows the incidence of gender on the motivation of young people to select a non-curricular activity or another one. In a comparative analysis between Argentina and Spain on 1) the impact of crisis in the way of assisting or to ending the obligatory education and 2) the access and exit in advanced education (in universities or not), readings and discussions with gender experts have been realized in order to appreciate the difference between men and women as a possible factor for discrimination. Moreover, the aim was to look at the situation of low-privileged women.

#### *Professional or technical education, Class and Gender dynamics in Argentina*

Through an Argentinian study focused on the educational and professional trajectories of young men and women coming from professional and technical education. In relation with gender dynamics, it is important to note that all branches of technical education have been created for men but “escuelas para señoritas” where women were learning their role of “care giver”, spouse and mother, through cooking, sewing, housekeeping lessons. With the democratization of education, the number of women in professional and technical education raised to reach 30% of women and 70% of men nowadays. If it is well-known that maternity has a positive impact on educational and professional trajectories, this study confirms that in Europe as well as in Latin America, maternity had negative incidences. Furthermore, when crossing social class with gender, the author shows that maternity appears as an epiphenomenon for women from popular classes, with bad consequences in terms of educational trajectory discontinuity.

#### *Women and prisons in Latin America. Critical and feminist perspectives*

In the work, the researcher draws up a panorama that reveals numerous investigations on the processes of imprisonment of women detecting a neoliberal geopolitics that places Latin American women in punitive conditions more severe than their peers and in comparison with European prisons. These secondary sources allow him to specify how “female prisons in Latin America are a good watchtower from which to look at the new tendencies of punitive control towards women imprisoned for drug offenses, new arbitrariness and penal and prison disciplines”.

#### *Changes in the living conditions of households in Argentina*

The secondment was dedicated to an analysis of the changes in the living conditions of households during a time of heterodox economic policies in Argentina. One of the aims is to analyse the determinants of monetary poverty. This pillar does not constitute a central axis

of the thesis, but the analysis according to sex is considered as a factor to consider. In particular, the role of sex of the main breadwinner in the propensity to experience poor capacities of economic reproduction (or "poverty") by households is analyzed.

## 13.2. Innovation

From a gender perspective, the present synthesis gives some clear theoretical, methodological and social policies innovative inputs. Indeed, it leads to a comparative methodological proposition that consists in a multi-level analysis compatible with gender approaches and theories, considering both 1) the evolution of social policies/welfare states regimes in countries both marked by globalization and neoliberalism, and its incidences on gender equality; 2) the changes in the European and Latin-American labour markets and educational system, including with a focus on the process of how gender is done in such organizations; 3) the individual experiences of life trajectories, including as far as the incidence of gender, in interaction with other social markers such as race or class, is concerned. All those dimensions are at stake in the most recent comparative theories on social politics and gender studies in Europa and the comparison with Latin-American countries seems both doable and innovating.

## 13.3. Summary of the main contents

As far as the gender perspective is concerned, the main contents of this axe are connected to contemporary social issues such as the new forms of recomposition of gender differences and gender hierarchies, and the way in which gender is nowadays crossed by other sources of oppression such as class and race. The areas are mainly secondary and post-secondary education, fragmentized and flexible working markets and the family. Hence, the triangle welfare state / labour market / family is still very relevant for gender-based international comparisons.

### a) Social policies, welfare states, neoliberalism and dynamics of gender

Different studies highlight the permanence of women's assignation to care work and to family in general and their adjustment role according the presence of welfare provisions in the field of care or not. The degradation of the different welfare states, in Europa such as in Latin-America, is analysed as a danger for gender equality and moreover, as a risk of a polarization between women themselves. In other words, if high qualified women can pay for private care provisions and then stay on the labour market, low qualified women can't afford it and face strong forms of the gender division of work and instable working career.

### b) Gender division of work, gender stereotypes in education, women's participation to the labour market

This area deals with vertical but mostly horizontal segregation that can explain gendered educational and professional trajectories in both continents. Despite the process of feminization of education, orientation is still a very gendered phenomenon, for instance particularly as far as technical education is concerned. The permanent representations of women as first carer and (future) mother still have gendered consequences.