

Success Factors for migrant students in school

“The illusion of equal opportunities” or:
“primarily it’s the right stable-smell”

Mainly based on: Resch, Nina (2013) Effects of Social Background on Careers in Austria and Germany. An analysis under reference to Pierre Bourdieu. Bachelor Thesis, WU Vienna

Collected by: Georg Latzke

Pierre Bourdieu

- Pierre Bourdieu
- French Sociologist
- Born 1930
- †: 2002



Important concepts:

- Capital
- Habitus
- Field

The illusion of equal opportunities

- “Equal Opportunities“ is the catchword of our time; the norm of social equality
- Our system(s) of education don't help *diminishing* class privileges – on the contrary: they help to sustain them by creating an *illusion* of equal chances
- Higher education has always *postulated* what it *pretends* to communicate:
 - Very good command of language
 - Elegant style
 - Familiarity with cultural norms of the upper class
- As the system doesn't *explicitly* produce what it demands, it demands *implicitly* that students already know: A language and culture whose basis has to be laid out of school, within a family with high socio-economic status

Pierre Bourdieu's Forms of „Capital“

Economic capital:

- What you earn
- What you own
- What you inherit as moveable possession
- Can be easily converted into other forms of capital

Social Capital:

- Resources that are based on belonging to a group.
- Depends on the size of the social network of the person, and capitals owned by the members of the network

Cultural Capital:

Embodied:

Quality of achieving sth. over a longer space of time (dealing with fine arts; music,...)

Objectified:

It is transferable (books, paintings,...)

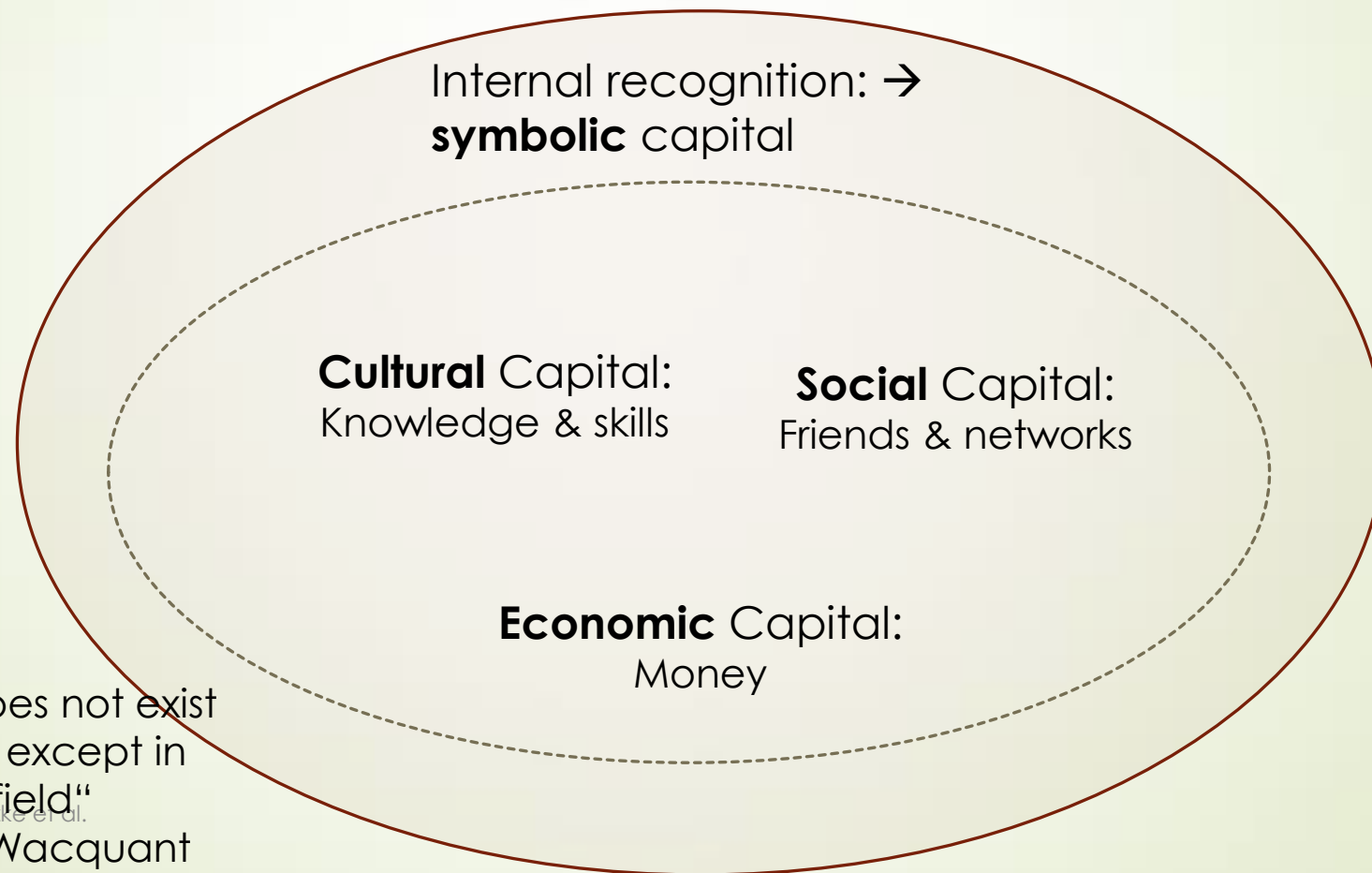
Institutionalised.:

Achieving of degrees and academic titles that give limited information about the competences of a person

Symbolic capital:

- It's the capital that others recognise and accept → so it is valuable.
- It's important in connection with *social Fields*

Forms of Capital (Bourdieu 1986)



“A capital does not exist and function except in relation to a field“
(Bourdieu & Wacquant 1992: 101)

Pierre Bourdieu: Habitus

- Embodied cultural capital becomes a fixed part of a person → *HABITUS*
- It is a set of dispositions and competences which are formed through the life of a person, especially during the first years, the childhood and the family of a person.
- The circumstances under which a family is living and the social economic situation have an important impact on the *Habitus*.
- It is extremely difficult to change the *Habitus* so that attitudes, sets of behaviour, ideologies,... are permanently influenced in a way that a person doesn't fully recognise it. → Internal set of rules.
- Structured structure: Habitus is coined by experience within society. All those sets of dispositions are relatively stable
- Structuring structure: means the creative power of the *Habitus*. *Mechanisms* that are innate in a person and that create activities according to rules of society.

Early Childhood Education

- “It’s not the problem how a person is formed into a being of society, but under which *circumstances* he/she can be a certain part within society with a specific position.”
- Cognitive abilities: especially language
- No cognitive abilities: motivation; Motivation, Self-esteem; risk-aversion
- Social factors: which surroundings, health-care,...
- Authoritative style of education: stable principles in a cosy surrounding, open communication, self-reliance, development of own viewpoints
- Educational systems: Prefer kids whose primary Habitus coincides with the aim of the system. → stabilises social fields → no equal chances

Migrant Parents – Competences

(Stefan Gaitanides, Frankfurt, 2001)

- Low language and educational standards
- Low identification with the parent's job
- High physical work-pressure
- Low income
- Little challenge due to closer surroundings
- Negative role model of elder brothers/sisters
- Dysfunctional education
- Little contact with school
- Highest priority of parents and children is to maintain the level of education

School (Studie Frankfurt)

(Stefan Gaitanides, Frankfurt, 2001)

- School is ignorant towards compound bilingualism
- Deficit-orientated assessing
- Not appropriate schools due to abnormalities of behaviour;
- School is a “strange world”
- Little contact between school and parents

Used literature

- ▶ [Resch, Nina \(2013\): Effects of Social Background on Careers in Austria and Germany. An analysis under reference to Pierre Bourdieu. Bachelor thesis, WU Vienna](#)
- ▶ [https://www.google.at/search?sourceid=navclient&aq=&oq=Pierre+Bourdieu&hl=de&ie=UTF-8&rlz=1T4AVNB_deAT582AT582&q=pierre+bourdieu+die+feinen+unterschiede&gs_l=hp..2.0l4j41.0.0.0.12476.....0.VSYUsrWfgoA&pbx=1](#)
- ▶ [http://ec.europa.eu/dgs/home-affairs/e-library/documents/policies/immigration/general/docs/final_report_on_using_eu_indicators_of_immigrant_integration_june_2013_en.pdf](#)
- ▶ [http://www.zeit.de/1972/07/die-illusion-der-chancengleichheit](#)
- ▶ [http://www.zeit.de/studium/uni-leben/2013-02/eliten-forscher-hartmann-stipendium-exzellenzinitiative](#)
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- ▶ [http://www.adlit.org/article/36286/#strategies](#)