



Deliverable 2.3 Multi-Actor Approach Guide

INCASI LIVING LAB: DIALOGUES

Outlining a Multi-Actor Approach Guide

31 October 2024



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INCASI *International Network for
Comparative Analysis of Social Inequalities*



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Xavier Mancero, *Economic Commission for Latin America and the Caribbean - Statistics Area.*





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1. Introduction

In the context of the INCASI2 project (International Network for Comparative Analysis of Social Inequalities, <http://incasi.uab.es>) we have the objective 3 of our proposal that consist in the Creation of a Living Lab on Socioeconomic Inequalities between Europe and Latin American and the Caribbean (INCASI Living Lab) in order to forge international scientific cooperation on socioeconomic inequalities to solve present and future challenges and prepare diagnoses and practical conclusions that inform the design of innovative public policies aimed at addressing situations of socioeconomic inequality in collaboration with socioeconomic, political and scientific agents. In this context the **Multi-Actor Approach** (MAA) and co-creation in all the project's phases, is proposed in order to promote dialogue between researchers and representatives of the four helixes of stakeholders.

In the realm of contemporary research and innovation, the MAA has emerged as a paradigm-shifting methodology, particularly within the context of European Union-funded projects. This guide, developed under the auspices of the INCASI (International Network for Comparative Analysis of Social Inequalities) project, serves as a comprehensive resource for implementing the MAA in academic and policy-oriented endeavours.

The Multi-Actor Approach represents a significant departure from traditional research paradigms, emphasizing the integration of diverse stakeholders throughout the research process. This methodology is predicated on the principle that complex societal challenges necessitate the collaborative efforts of a wide array of actors, including but not limited to academics, policymakers, practitioners, and civil society representatives.

By fostering synergies between theoretical knowledge and practical expertise, the MAA aims to enhance the relevance, applicability, and impact of research outcomes. This approach not only facilitates the co-creation of knowledge but also ensures that research initiatives are firmly grounded in real-world contexts and responsive to societal needs.

The INCASI project, with its focus on comparative analysis of social inequalities, provides an ideal framework for the application of the Multi-Actor Approach. The complexity and multifaceted nature of social inequalities demand a nuanced understanding that can only be achieved through the integration of diverse perspectives and experiences.

This guide aims to propose general principles and methodologies of the Multi-Actor Approach, drawing upon the shared collective experiences and insights of participating universities within the INCASI network. It is designed to serve as a practical tool for researchers, project coordinators, and stakeholders engaged in collaborative research initiatives.





2. Starting point: Exploring experiences *UPO Conecta* MMA First Meeting

In our effort to explore and implement the Multi-Actor Approach (MAA) within the INCASI project, we initiated a pioneering process that exemplified the very essence of MAA. Our journey began with a pivotal gathering designed to facilitate the exchange of experiences between INCASI researchers and non-academic stakeholders. This inaugural event, which unfolded over two highly productive sessions, was itself a microcosm of the MAA philosophy, bringing together a diverse array of actors including doctoral students, representatives from institutional spheres linked to private sectors, the UPO Foundation (which bridges the gap between employment and academia), university authorities, and companies that integrate university students into their organizations during internship periods. The rich tapestry of perspectives and insights shared during these sessions proved invaluable, not only in fostering meaningful dialogue between academia and external sectors but also in directly informing the development of the comprehensive MAA guide that follows. This initial experience underscored the potential of MAA to generate nuanced, multifaceted understandings of complex issues, and set the stage for more robust, inclusive approaches to addressing social inequalities within the INCASI framework.

Annex 1 presents a synthesis of the presentations given by the researchers, in which their experience is shared with government agencies, associations of different types, non-governmental organisations, companies and international organisations, representing the main actors outside the academic sphere.



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3. Lessons learnt for the formulation of a guide

European and Latin American researchers from INCASI2 have developed a general guideline based on the experience and discussions of *UPO Conecta* Meeting. This guideline is intended to provide a flexible and adaptable framework for discussing substantive issues of inequality that are of interest to the project. It is not intended to be exhaustive nor to standardise all activities.

1. Introduction

1.a. The INCASI project and its objectives

The overall objective of the INCASI2 project is to establish a global cross-sectoral network of experts working on a joint research programme aimed at building and developing a new analytical model of socioeconomic inequalities in order to: a) produce effective advances in the understanding of the complex phenomena of socio-economic inequalities creating a fresh analytical framework at a comparative and interdisciplinary level in a context of societies in "permanent crisis", b) construct an innovative multidimensional measure adapted to the new realities shaped in this context that is global, more comprehensive and realistic in the comparative analysis of inequalities between Europe and Latin America & the Caribbean, and c) create a living lab to elaborate diagnoses, contribute to informed decision-making and the design of public policies.

1.b. The purpose of the Multi-Actor Approach guide

This guide is designed to serve as a comprehensive resource for implementing the Multi-Actor Approach within the context of the INCASI project, which focuses on the comparative analysis of social inequalities. Recognizing that the complex and multifaceted nature of social inequalities requires a nuanced understanding, the guide aims to facilitate the integration of diverse perspectives and experiences. By proposing general principles and methodologies of the MAA, drawn from the collective experiences and insights of participating universities in the INCASI network, this guide offers a practical tool for researchers, project coordinators, and stakeholders engaged in collaborative research initiatives. Its ultimate goal is to enhance the effectiveness of research on social inequalities by promoting inclusive, multi-stakeholder approaches that bridge academic knowledge with real-world expertise and experiences.

2. Fundamentals of the Multi-Actor Approach

The Multi-Actor Approach (MAA) is a collaborative research methodology that emphasizes the integration of diverse stakeholders throughout the research process, including academics, policymakers, practitioners, and civil society representatives. It is particularly crucial for INCASI (International Network for Comparative Analysis of Social Inequalities) because it aligns perfectly with the project's focus on understanding and addressing complex social inequalities. By fostering synergies between theoretical knowledge and practical expertise, MAA enables INCASI to enhance the relevance, applicability, and impact of its research outcomes. This approach ensures that INCASI's initiatives are firmly grounded in real-world contexts and responsive to societal needs, facilitating the co-creation of knowledge that can lead to more effective solutions for social inequalities. The multi-faceted nature of these inequalities demands the nuanced understanding that can only be achieved through the





integration of diverse perspectives and experiences, making MAA an invaluable tool for INCASI in its mission to conduct comparative analyses and develop impactful strategies to address social disparities across different contexts.

3. Identification of actors

3.a. Relevant actor types for INCASI:

- Academic researchers
- Policymakers
- Civil society representatives
- Practitioners in fields related to social inequalities
- Government authorities (local, regional, national)
- Non-governmental organizations (NGOs)
- Private sector entities
- Community leaders
- Social workers
- Educators
- Healthcare professionals
- Labour union representatives
- Students (particularly doctoral students)
- Representatives from marginalized or disadvantaged groups
- International development agencies

3.b. Criteria for selecting suitable actors

When selecting appropriate actors for a Multi-Actor Approach in social inequality research, it is crucial to consider a comprehensive set of criteria that ensure the engagement of diverse, relevant, and impactful stakeholders. These criteria can be broadly categorized into four key areas: expertise and relevance, influence and impact, diversity and representation, and practical considerations. The ideal actors should possess recognized legitimacy and practical expertise in areas pertinent to social inequalities, along with the power to influence related decisions and policies. They should demonstrate a sense of commitment in addressing these issues and offer diverse perspectives that complement academic research. The selection process should prioritize actors who are not only willing to participate enthusiastically but also have the potential to implement research findings and represent broader affected communities. Practical aspects such as accessibility, existing relationships, and resource availability should be weighed against potential risks like conflicts of interest. Additionally, the relevance of actors at different stages of the research process should be considered, ensuring a dynamic and effective collaboration throughout the project lifecycle. By carefully evaluating these multifaceted criteria, researchers can assemble a group of actors that will significantly enhance the depth, relevance, and impact of social inequality studies.

4. Planning of activities

We will try to following a framework and implementation of strategies that promote an equitable participation, we try to design Multi-Actor Approach activities that are inclusive, productive, and aligned with the goals of the INCASI project. In that sense when we designing activities that involve multiple actors, it's essential to create a structured framework that ensures equitable participation and maximizes the benefits of diverse perspectives. Here's a comprehensive guide for planning such activities:



4.a. Activity Design Framework

- a. Conceptualization:
 - Define the purpose and objectives of the activity
 - Identify the key themes and issues to be addressed
 - Determine the desired outcomes and deliverables
- b. Stakeholder Mapping:
 - Identify relevant actors across different sectors
 - Assess their potential contributions and interests
 - Ensure a balanced representation of perspectives
- c. Format Selection:
 - Choose an appropriate format (e.g., workshop, roundtable, conference)
 - Consider hybrid options (in-person and online) to increase accessibility
 - Plan for interactive elements to encourage engagement
- d. Logistics Planning:
 - Select suitable date(s) and venue(s)
 - Arrange necessary technical support for online components
 - Plan for recording and documentation of the activity
- e. Communication Strategy:
 - Develop a dissemination plan using various channels
 - Create clear and engaging promotional materials
 - Establish a system for managing registrations and inquiries

4.b. Ensuring Equitable Participation

- a. Inclusive Invitations:
 - Use inclusive language in invitations
 - Provide materials in multiple languages if necessary
 - Offer support for participants with specific needs
- b. Diverse Facilitation Team:
 - Assemble a facilitation team that reflects the diversity of participants
 - Train facilitators in inclusive practices and cultural sensitivity
- c. Structured Participation:
 - Design activities that encourage input from all participants
 - Use techniques like round-table discussions or working groups.
 - Implement a system for anonymous contributions if needed
- d. Time Management:
 - Allocate speaking time equitably among different stakeholder groups
 - Use timekeeping tools to ensure balanced discussions
- e. Feedback Mechanisms:
 - Implement real-time feedback tools during the activity
 - Conduct post-activity surveys to gather diverse perspectives

5. Implementation

5.a. Facilitating Effective Collaboration

To foster effective collaboration among diverse actors, it is crucial to implement structured yet flexible methods. Begin by establishing clear communication channels and shared platforms for information exchange. Utilize collaborative tools such as shared documents,

project management software, and virtual whiteboards to enable real-time cooperation. Implement regular check-ins and progress updates to maintain momentum and alignment. Encourage the formation of cross-functional teams or working groups to tackle specific aspects of the project, ensuring a mix of perspectives in each group. Facilitate workshops or brainstorming sessions that employ techniques like Design Thinking or World Café to stimulate creative problem-solving and knowledge sharing. Additionally, create opportunities for informal interactions and networking to build trust and understanding among participants from different backgrounds.

5.b. Managing Common Challenges

Addressing common challenges in multi-actor collaborations requires proactive strategies and adaptable approaches. To manage potential conflicts arising from diverse viewpoints, establish a clear conflict resolution process at the outset and designate neutral mediators. Address power imbalances by implementing rotating leadership roles and ensuring equal speaking time in meetings. Overcome language or cultural barriers by providing translation services and cultural sensitivity training. Finally, manage expectations by clearly communicating project limitations and regularly updating all stakeholders on progress and any necessary adjustments to goals or timelines.

6. Activity form and monitoring and evaluation mechanism.

We have agreed on a general form to present the activity, a list of indicators that could be used to assess it and tools to evaluate and monitor Multi-Actor Approach (MAA) activities. However, we can choose one of indicator, provide that substantive effort should be in the design of the activity, rather than in its measurement.

6.a. Use a form with a general presentation of the activity, including:

- ✓ Title of the activity
- ✓ Theme
- ✓ Date and place of the event, in person and/or online.
- ✓ Coordinating university (university and persons)
- ✓ Entities and collaborating persons (if any)
- ✓ Entities, invited persons
- ✓ Dissemination/Communications (social networks, distribution lists...)
- ✓ Recording the activity
- ✓ Abstract of the activity.

6.b. Indicators to measure the success of MAA activities:

- ✓ Diversity of participation: Number of different actor types involved
- ✓ Engagement level: Percentage of active participants in discussions/activities
- ✓ Knowledge exchange: Number of new ideas or solutions generated
- ✓ Collaboration initiation: Number of new partnerships or collaborations formed
- ✓ Participant satisfaction: Average rating of the activity's usefulness
- ✓ Action items: Number of concrete action points or commitments made
- ✓ Follow-up activities: Number of subsequent meetings or initiatives planned



6.c. Tools for collecting participant feedback:

- ✓ Simple online survey: Use free tools like Google Forms or SurveyMonkey
- ✓ Feedback wall: Use a physical or virtual board for participants to post comments
- ✓ One-minute paper: Ask participants to write brief reflections at the end of sessions
- ✓ Traffic light feedback: Use colored cards for quick visual feedback on specific aspects
- ✓ Word cloud generator: Collect key words from participants to visualize common themes
- ✓ Short debrief sessions: Conduct brief group discussions to gather verbal feedback
- ✓ Follow-up emails: Send a simple email asking for key takeaways and suggestions



4. INCASI Living Lab: Dialogues. Planning the next activities MAA

We present the planning of MAA sessions that has been undertaken thus far. It is anticipated that the second period will encompass more activities, although the following represent the activities that have already been planned except the last meeting that is the Forum:

- Comparative poverty status and measurement in Latin America: A new lost decade? Part One: Argentina (Buenos Aires, Argentina)
- Migration and care: transnational care dynamics and micro-credentials training of migrant caregivers in Spain. (La Coruña, España)
- Comparative poverty status and measurement in Latin America: A new lost decade? Part two: Chile (Santiago, Chile)
- Subsidised private education and equality of educational opportunities in Spain (Madrid, Spain)
- Occupations in the Platform Economy (Córdoba, Argentina)
- Gender and work-life balance policies in universities: Spain and France in comparative perspective (Madrid, Spain and Toulouse, France)
- Public Policies, Reforms and Innovation in Europe and Latin America (Calabria, Italy)
- How's well-being at school? (Sao Paulo, Brazil)
- Employment Policies in Andalusia. What is the place of the social inequality perspective? (Sevilla, Spain)
- Bridging Inequalities: An international University Collaboration for Analysing and Addressing Social Disparities in Andalusia (Spain), Cochabamba (Bolivia) and Havana (Cuba)
- Final Meeting of International Network for Comparative Analysis of Social Inequalities (Barcelona, Spain)

The contents are detailed below.



INCASI LIVING LAB: DIALOGUES.

Comparative poverty status and measurement in Latin America: A new lost decade? Part One: Argentina

Venue: Universidad de Buenos Aires (Argentina)

Title of the activity	Comparative poverty status and measurement in Latin America: A new lost decade?
Theme	Poverty
Date and place of the event, in person and/or online.	Monday 2, December 2024. 9:30 to 11:30 a.m. Uriburu 950 6th floor. Hybrid: INCASI Network.
Coordinating university (university and persons)	UBA: Eduardo Chávez Molina and team.
Entities and collaborating persons	INCASI Coordination: Pedro López Roldán (UAB) and Sandra Fachelli (UPO) in presence. Equipo de Investigación sobre Trabajo, Estratificación y Movilidad Social del Centro de Estudios Sociales y Políticos (Universidad Nacional de Mar del Plata).
Entities, invited persons	UBA Representatives: Dean of the Faculty of Social Sciences. Ana Arias. Director of the IIGG: Martín Unzué and Secretary of Advanced Studies: Julián Rebón. UNICEF representatives and policy makers. ILO. ECLAC. SITEAL. INTAL-IDB. WHO. UNESCO.
Dissemination/Communications (social networks, distribution lists...)	Social networks and distribution lists (IIGG) INCASI Networks Journalists: Diego Iglesias (Radio Con vos) Fernando Meancos (InfoBAE).
Recording the activity	Yes

Abstract: Measuring poverty in Latin America is a critical challenge, exacerbated by the COVID-19 pandemic, inflation and structural inequalities. In the wake of the pandemic, both extreme poverty and overall poverty increased in the region. Although some countries have shown signs of recovery, the improvement has been uneven, disproportionately affecting the most vulnerable sectors: women, youth, the elderly and rural populations.

The combined effects of inflation and rising food prices, together with the high rate of labour informality, have complicated efforts to reduce poverty. Inflation has raised the costs of basic food baskets, increasing the number of people living in extreme poverty. Moreover, climate change represents an additional challenge, as phenomena such as droughts and floods significantly affect rural areas, exacerbating the vulnerability of their populations.

In methodological terms, there are two main approaches to measuring poverty: the monetary approach, based on income and poverty lines, and the multidimensional approach, which includes factors such as access to services, education, health, inclusion in social networks and/or housing conditions. The latter approach has gained relevance in countries such as Mexico, Colombia, Chile and Costa Rica, providing a more comprehensive view of the deprivations people face, beyond their income. For international comparisons, relative measures, related to





median income or absolute amounts of daily income or expenditure, are also used. However, other challenges in the region are related to the lack of up-to-date data or the scarcity of reliable data, which makes accurate measurement difficult.

The Argentinean context is particularly alarming, with a dramatic figure of 52% of the population living in poverty. It is appropriate to generate a reflection with different international organisations in order to address the issue, both in terms of the causes of the phenomenon and its measurement and consequences. Furthermore, poverty in Argentina is determined by a complex interaction between structural and conjunctural factors. Structural factors include long-term variables such as historical inequalities in income distribution, deficiencies in educational training and labour market segmentation. Short-term factors refer to short- and medium-term events that affect the economy, such as economic crises, inflationary fluctuations, or the implementation of inadequate or insufficient public policies to counteract the effects of social deterioration.

These factors, both structural and cyclical, have a direct impact on people's conditions of occupational integration. In turn, these conditions limit the possibilities of achieving economic improvements, exacerbating the vulnerability of certain sectors of the population and perpetuating the cycle of poverty. In this context, it is essential to address poverty not only from a monetary perspective, but also by considering the labour, educational and social conditions that make up the overall picture of this phenomenon.

Despite the implementation of various policies to combat poverty, the countries of the region continue to face profound structural difficulties that prevent a sustained reduction over time. These barriers are closely linked to a political and tax system that, in general, lacks the capacity and will to address the roots of poverty in a comprehensive and long-term manner. The lack of strategic vision and solid foundations for action compromises the effectiveness of public policies, limiting their impact and perpetuating inequalities. This structural incapacity reflects a crisis of governance that makes it difficult to effectively address this crucial challenge.



**INCASI LIVING LAB: DIALOGUES.****Migration and care: transnational care dynamics and micro-credentials training of migrant caregivers in Spain**

Venue: Universidade da Coruña (España)

Title of the activity	Migration and care: transnational care dynamics and micro-credentials training of migrant caregivers in Spain
Theme	Labour - Migrations - Gender - Transnational care
Date and place of the event, in person and/or online.	December 2024. University of A Coruña. Face to face
Coordinating university (university and persons)	University of A Coruña. Laura Oso.
Entities and collaborating persons	CISPAC (Inter-University Centre for Research in Cultural Atlantic Landscapes)-ESOMI (Societies in Movement Research Team)
Entities, invited persons	Representatives of the Xunta de Galicia, A Coruña City Council, Third sector (Ecos do Sur, Red Acoge), Immigrant women working in the care sector, Trade Unions.
Dissemination/Communications (social networks, distribution lists...)	Social networks and distribution lists of the UDC, CISPAC and ESOMI.
Recording the activity	To be defined.

Abstract: This event will present some research findings using a co-creation of knowledge methodology. This methodology involved the participation of peer researchers at different stages of the research process. These stages included the design of the interview scripts, the contact with the participants, the technical elaboration of the interviews and the analysis of the collected data. We used participatory techniques based on audio-visual methods (Photovoz) and also produced a documentary on migrant women and care, including the transnational dimension of care. The event will include a screening of the documentary and a debate on its main findings. Peer researchers will be present, as well as some of the families interviewed for the study, who will discuss their experiences.

On the other hand, the results of a pilot project to train migrants in care work through a micro-credential (training), designed and implemented at the University of A Coruña in collaboration with the organisation Red Acoge, will be presented.

The aim is to present the main findings to social actors involved in the development of policies and programmes for the integration of the migrant population, in order to raise awareness of the problems faced by migrants, especially women. The objective is to contribute to the formulation of public policies and initiatives aimed at improving the labour integration, working conditions and well-being of migrants, and to the construction of positive narratives about immigration, highlighting the key role of migrants as caregivers in Spain and at the transnational level.



INCASI LIVING LAB: DIALOGUES.

Comparative poverty status and measurement in Latin America: A new lost decade? Part two: Chile

Venue: Universidad de Chile (Santiago, Chile)

Title of the activity	Comparative poverty status and measurement in Latin America: A new lost decade?
Theme	In the context of the report on poverty in Chile, the situation of poverty, its measurement and the general situation in Latin America are analysed.
Date and place of the event, in person and/or online.	March 2025 COES. University of Chile. Hybrid: INCASI Network.
Coordinating university (university and persons)	U Chile. Emmanuelle Barozet and team.
Entities and collaborating persons	ECLAC Chile. Xavier Mancero
Entities, invited persons	COES Representatives. Director. ECLAC. Xavier Mancero.
Dissemination/Communications (social networks, distribution lists...)	Social networks and distribution lists (FACSO-University of Chile, COES). INCASI Networks
Recording the activity	Yes

Abstract: The measurement of poverty in Latin America represents a significant challenge, particularly in light of the ongoing impact of the global pandemic, the rise in inflationary pressures and the persistence of structural inequalities. In the aftermath of the pandemic, there has been an increase in both extreme poverty and overall poverty rates in the region. While some countries have demonstrated indications of recovery, the improvement has been inconsistent and has disproportionately impacted the most vulnerable sectors, including women, youth, the elderly, and rural populations. The combined impact of inflation and rising food prices, coupled with the prevalence of labour informality, has posed significant challenges to efforts to reduce poverty. The rise in inflation has led to an increase in the cost of basic food baskets, which has in turn led to an increase in the number of people living in extreme poverty. Furthermore, climate change represents an additional challenge, with phenomena such as droughts and floods significantly affecting rural areas, thereby exacerbating the vulnerability of their populations.

In terms of methodology, there are two principal approaches to measuring poverty. The first is the monetary approach, which is based on income and poverty lines. The second is the multidimensional approach, which includes factors such as access to services, education, health, inclusion in social networks and/or housing conditions. The latter approach has gained prominence in countries such as Mexico, Colombia, Chile and Costa Rica, offering a more comprehensive perspective on the deprivations faced by individuals, extending beyond income considerations. Other challenges in the region pertain to the absence of updated data or the dearth of reliable data, which renders measurement challenging.





Despite the implementation of various policies designed to address poverty, the countries of the region continue to grapple with significant structural challenges that impede a sustained reduction in poverty levels over time. These obstacles are closely associated with a political and tax system that, in general, lacks the capacity and resolve to address the underlying causes of poverty in a comprehensive and long-term manner. The absence of a strategic vision and robust foundations for action undermines the efficacy of public policies, limiting their impact and perpetuating inequalities. This structural inability reflects a governance crisis that hinders the effective tackling of this pivotal challenge.



INCASI LIVING LAB: DIALOGUES.

Subsidised private education and equality of educational opportunities in Spain

Venue: Universidad Complutense de Madrid (Spain)

Title of the activity	Subsidised private education and equality of educational opportunities in Spain
Theme	Presentation and discussion of the Report 'Por una escuela concertada inclusiva' (Save the Children Spain, 2024)
Date and place of the event, in person and/or online.	9 April 2025. Universidad Complutense de Madrid (UCM). Face-to-face and online.
Coordinating university (university and persons)	Universidad Complutense de Madrid (UCM). María Fernández Mellizo-Soto and Olga Salido
Entities and collaborating persons	UCM. María Fernández Mellizo-Soto (UCM) y Olga Salido (UCM)
Entities, invited persons	Alfonso Echazarra, PhD in Sociology, Head of Educational Equity at Save the Children Spain and author of the report. Alejandro Tiana, Professor of Theory and History of Education at the UNED and former senior official in the Ministry of Education. Lucas Gortázar, PhD in Economics, Deputy Director of Research in the area of Education at EsadeEcPol.
Dissemination/Communications (social networks, distribution lists...)	Social networks, INCASI mailing lists and UCM's Grupo de Investigación en Sociología de la Educación (GRISE) mailing list.
Recording the activity	Yes

Abstract: Spain presents a unique model of financing for non-university education, in which, in addition to the public and private education sectors, there exists a sector of private education subsidized with public funds (known as "concerted private education"). Educational agreements (conciertos educativos) were established in the 1980s with the intention that the existing subsidies for private schools be granted in exchange for not discriminating against students based on fees or any other criteria. Consequently, regulations were introduced, stipulating that concerted private education should be free of charge, and that student admissions should be governed by an objective criterion, similar to that of public schools.

In other European countries like Belgium or the Netherlands, this model had yielded positive results, with students from all social strata attending subsidized private schools. However, in Spain, after decades of operating under this concerted system, all data point to an educational segregation based on students' socioeconomic background between the public and concerted private sectors.

With this seminar, organized within the framework of the INCASI2 project, we aim to contribute to this important debate in Spain, which may also serve as an example of the challenges faced by publicly funded private education systems and potential solutions. This will be done through the lens of equal educational opportunities.

To this end, we will be joined by Alfonso Echazarra, the author of the report on concerted education by the NGO Save the Children, who will present the main ideas of the report, which



has generated significant controversy in Spain. Additionally, we will hear from two experts who combine academic knowledge with insights into public policy, both of whom have held significant positions within the educational administration or are currently working in think tanks that produce analyses and policy recommendations on education.

The report suggests strengthening the system of educational agreements by adhering to the original intent of the concerted education regulations, ensuring that concerted private schools do not select students based on socioeconomic criteria, and instead include students from all backgrounds. However, concerted schools feel under attack by this and other reports that criticize the indirect fees charged to students or certain practices used to select students. On the other hand, defenders of public education argue that concerted schools have shown that they are unwilling to collaborate, and that the only solution is to eliminate the educational agreements altogether.



INCASI LIVING LAB: DIALOGUES. Occupations in the Platform Economy

Venue: Universidad Nacional de Córdoba (Córdoba, Argentina)

Title of the activity	Occupations in the Platform Economy: Contributions to systematic analysis and policy discussion
Theme	Labour - Migrations - Gender
Date and place of the event, in person and/or online.	April or May 2025. It will be held in person in the city of Córdoba. It will be complemented by occasional online participation.
Coordinating university (university and persons)	National University of Cordoba. J. M. Barri; P.M. Sorribas; M. C. Gómez; M. J. Magliano and team.
Entities and collaborating persons	La Plata University: Leticia Muñoz. IIGG Buenos Aires University: Eduardo Chávez Molina University of La Laguna. M. Giovine
Entities, invited persons	Referent of the Central Argentina de Trabajadores in Cordoba, officials of statistical areas of the province and the city of Cordoba, Basic Union of Delivery Workers by Application, officials of the Labour area of the province of Cordoba, Union of Motorcyclists, Messengers and Cadets of Cordoba; Referents from the province of Buenos Aires and CABA.
Dissemination/Communications (social networks, distribution lists...)	From the Social and Cultural Observatory for Sustainable Development we have technical assistance for the dissemination of the production and the event.
Recording the activity	Yes

Abstract: We propose to make general contributions to three key areas:

a) enhancing our understanding of occupations in the platform economy in Córdoba, CABA and La Plata;

b) operationalising these issues in a prototype of an innovative subsystem of indicators adapted to the Argentinean reality; The potential for replication and scaling up of results through the publication of data and methodology in open format;

The value of the proposed measurement strategy for public debate and analysis and discussion of results, as well as possible proposals for intervention in the public agenda. The proposed products will be accessible at the Social and Cultural Observatory for Sustainable Development (UNC). Furthermore, the proposed methodological innovation will facilitate the adoption of this approach by public bodies responsible for recording and processing data on work and occupations, as well as by trade union organisations advocating for the inclusion of certain forms of work on platforms within the category of 'dependent relationship'.

In order to facilitate this process of appropriation, we have prepared executive reports and organised this instance of socialisation with various academic, institutional and trade union referents. We will be able to submit for your consideration a preliminary prototype of a subsystem of indicators with national projection and complementary to that of the National



Statistical System. This incorporates innovative and efficient measurements of the working and educational conditions of workers linked to the platform economy. The final product is a development and adaptation of social technologies, namely information systems that can be adopted by scientific and governmental bodies.



INCASI LIVING LAB: DIALOGUES.

Gender and work-life balance policies in universities: Spain and France in comparative perspective

Venue: Universidad Complutense de Madrid (Spain)

Title of the activity	Gender and work-life balance policies in universities: Spain and France in comparative perspective
Theme	Gender and work-life balance policies in universities: Spain and France in comparative perspective. Reconciliation policies; social and gender inequalities; universities.
Date and place of the event, in person and/or online.	May 2025. Universidad Complutense de Madrid (UCM). Faculty of Political Science and Sociology. Face-to-face and online.
Coordinating university (university and persons)	Universidad Complutense de Madrid (UCM). Susana Vázquez Cupeiro and Olga Salido
Entities and collaborating persons	UCM. Susana Vázquez Cupeiro and Olga Salido
Entities, invited persons	Université de Toulouse Jean Jaurès, Julie Jarty; Grupo de Investigación Género y Política (GEYPO), María Bustelo; Red de Unidades de Igualdad de Género para la Excelencia Universitaria; Mesa de Igualdad del Ministerio de Ciencia, Innovación y Universidades, Cecilia Castaño.
Dissemination/Communications (social networks, distribution lists...)	Social networks and mailing lists INCASI, UCM, UTJJ, TRANSOC, GRISE and GEYPO
Recording the activity	Yes

Abstract: European societies demand a commitment to promoting real gender equality, and one of the main challenges in this regard is advancing shared responsibility through work-life balance policies. These public policies are key tools for families and, more broadly, for addressing social inequalities. There is a wide range of work-life balance policies across Europe, shaped by the political-ideological positions that determine how the problem is conceptualized and the goals to be achieved. Moreover, as suggested by Daly and Lewis (1998), the context and motivations behind these policies can result in seemingly similar policies having very different outcomes. From this perspective, welfare regimes shape and are shaped by reconciliation policies, which operate within specific institutional contexts.

Universities are spaces where gender equality, inclusion, and diversity are studied, recommended, and promoted. Despite their specific characteristics, they emerge as institutions that can serve as models or social benchmarks.

Organized by the INCASI project, this seminar will focus on discussing reconciliation policies implemented in universities from a comparative perspective. It will analyse the nature of recent initiatives within the Spanish and French contexts, highlighting not only the differences and similarities between the two models but also their potential limitations and strengths in addressing current challenges.





To facilitate this discussion, we will be joined by two academic experts in university reconciliation policies, as well as two experts offering a closer view of decision-making processes and public policy design related to gender equality. This approach will allow us to contribute to the debate on reducing gender inequalities—one marked by promising initiatives toward equality, as well as emerging resistance. This activity will also serve as a platform to disseminate the INCASI project, specifically the progress of work on reconciliation and gender policies in universities developed in collaboration by members of the Gender and Education Working Groups.

INCASI LIVING LAB: DIALOGUES

Public Policies, Reforms and Innovation in Europe and Latin America

Venue: Scuola Superiore di Scienze delle Amministrazioni Pubbliche. Università della Calabria (Italy)

Title of the activity	Public Policies, Reforms and Innovation in Europe and Latin America
Theme	Public Policies and Innovation
Date and place of the event, in person and/or online.	22 May 2025 , 18:30 hs. Scuola Superiore di Scienze delle Amministrazioni Pubbliche
Coordinating university (university and persons)	Università della Calabria Vincenzo Fortunato
Entities and collaborating persons	Pedro López-Roldán (Universitat Autònoma de Barcelona) and Sandra Fachelli (Pablo de Olavide University). Emmanuelle Barozet (University of Chile, Chile); Patricia Sorribas (Universidad Nacional de Córdoba. Argentina); Olga Salido (Universidad Complutense de Madrid, Spain); Eduardo Chavez Molina (University of Buenos Aires, Argentina)
Entities, invited persons	<ul style="list-style-type: none"> - Patrizia PIRO (pro Rettore Università della Calabria) - Pierpaolo CRETELLA (Segretario provinciale UIL Cosenza), - Giuseppe LAVIA (Segretario provinciale – CISL Cosenza), - Mariacarla COSCARELLA (Direttore Centro Servizi per il volontariato provincia di Cosenza), - Giovanni SODA, Dirigente ufficio programmazione Comune Corigliano-Rossano - Francesco VENNERI, Dipartimento Sviluppo Economico e Attrattori Culturali – Regione Calabria - Alfredo FORTUNATO, Presidente Sezione terziario innovativo - Unindustria Cosenza
Dissemination/Communications (social networks, distribution lists...)	Network of Scuola Superiore INCASI social networks and distribution lists. Multimedia of the Università della Calabria
Recording the activity	If it possible, yes.

Abstract: The proposed conference, emerging from the INCASI2, aims to explore comparative inequalities in European and Latin American countries through a multi-actor approach. This event will bring together diverse stakeholders, including academics, government officials, non-governmental organizations, and other relevant actors to address the complex challenges of socioeconomic inequalities in an era of global uncertainty and rapid transformations. The conference will focus on analysing public policies and their impacts across various domains,



including welfare, social policies, labour, economics, and education. By examining the key features, innovations, and changes in these areas, participants will contribute to the international debate on effective policy responses to recurring crises. A central theme of the conference will be the evaluation of reforms inspired by New Public Management principles and their implementation in different national contexts. This comparative analysis will shed light on the evolving models of capitalism and traditional welfare systems, which are struggling to address demographic shifts, fiscal challenges, and the changing nature of work. The multi-actor approach of this conference will facilitate a comprehensive understanding of how individuals, their strategies, and public policies can contribute to identifying successful approaches for economic, social, and civil progress. By bringing together diverse perspectives from both European and Latin American countries, the event aims to construct alternative models that address the weaknesses of current narratives. Participants will explore the ongoing processes of integration and transformation at local and national levels, examining the roles of public and private actors and their strategies. The conference will also consider future challenges, new opportunities, and their potential consequences on inequalities in different national contexts. By adopting a transnational perspective, this multi-actor event will foster knowledge exchange and collaboration between academic researchers, policymakers, civil society organizations, and other stakeholders. This approach will enable a more nuanced understanding of complex development issues and contribute to the formulation of innovative solutions to address socioeconomic inequalities in both regions. The conference welcomes contributions that analyse the intricate relationships between capitalism, social models, and welfare systems, with a particular focus on theoretical frameworks and research-based insights. By bringing together diverse actors from Europe and Latin America, this event aims to generate valuable insights and foster international cooperation in addressing shared challenges related to inequality and social development.



INCASI LIVING LAB: DIALOGUES

How's well-being at school?

Venue: USP School of Arts, Sciences and Humanities

Title of the activity	How's well-being at school?
Theme	Inequalities in education.
Date and place of the event, in person and/or online.	Wednesday, August 13th. 2025. Time: 2:30 to 4:30 p.m. Audio-visual Studio at USP's School of Arts, Sciences and Humanities. Building I1, 1st floor. On site and online participation
Coordinating university (university and persons)	USP: Graziela Serroni Perosa (Full Professor)
Entities, invited persons	Representative of non-governmental organizations: Cláudio Anjos, representative of the Instituto Arte na Escola. Maria Paula Patrone, representing the Cidade Escola Aprendiz Association. Raquel Franzim, General Coordinator of Integral Education and Full Time at the Ministry of Education. Representatives of the Municipal Department of Education; Representatives of the State Department of Education. School principals, teachers, young people aged 14 to 16 and teachers. And Other representatives of civil society.
Dissemination/Communications (social networks, distribution lists...)	INCASI social networks and distribution lists. Journalists: Journalists for the newspaper O Estado de São Paulo and USP newspaper.
Recording the activity	To be defined.

Abstract: The study How's well-being at school? was carried out in collaboration between researchers from the School of Arts, Sciences and Humanities and the Instituto Arte na Escola, to evaluate the well-being of students aged 13 to 15, belonging to public schools located in the municipality of São Paulo. The study employed a mixed-methods questionnaire to assess the well-being of 1,117 students. The research hypothesized that variations in perceived well-being would correlate with sociodemographic factors such as gender, race, age, and family structure, as well as school-based relationships and experiences of discrimination or bullying. The study's findings reveal that while most students express positive sentiments towards their school, teachers, and peers, experiences of bullying and discrimination significantly impact their well-being and satisfaction. These results will be discussed in a multi-stakeholder meeting involving students, teachers, school administrators, and policymakers. The meeting aims to develop public policy measures to address bullying and discrimination, explore gender and age-related differences in well-being, and promote awareness of comprehensive educational indicators beyond academic performance. External entities invited to the meeting include representatives from non-governmental organizations (Instituto Arte na Escola, Cidade Escola Aprendiz Association), the Ministry of Education, municipal and state education departments, and civil society. Their involvement, alongside school principals, teachers, and students, is expected to provide valuable insights into addressing educational inequalities and enhancing student well-being. This collaborative approach aligns with ongoing research on educational inequalities at USP and the State University of Campinas (Unicamp), led by Dr. Graziela Serroni Perosa, fostering a comprehensive examination of the Brazilian educational landscape.





INCASI LIVING LAB: DIALOGUES

Employment Policies in Andalusia.

What is the place of the social inequality perspective?

Venue: Universidad Pablo de Olavide (Seville, Spain)

Title of the activity	Employment Policies: What is the place of the social inequality perspective?
Theme	Analysis of the social inequalities perspective in employment policy planning.
Date and place of the event, in person and/or online.	September 2025. Pablo de Olavide University. On site and online participation
Coordinating university (university and persons)	Pablo de Olavide University (UPO)
Entities, invited persons	Employment Observatory (UPO). UPO Foundation. CENTRA (Andalusian Studies Centre), Andalusian Employment Service, Seville City Council, Andalusian Regional Government, third sector entities: EAPN-ES, European Network for the Fight against Poverty and Social Exclusion in Spain. Vice-rectorate for Students, Employability and Entrepreneurship (UPO).
Dissemination/Communications (social networks, distribution lists...)	INCASI social networks and distribution lists. Multimedia of the UPO. Networks of the organisations participating in the event.
Recording the activity	To be defined.

Abstract: The upcoming conference, organized by the INCASI project, will explore the application of the Multi-Actor Approach (MAA) in design, development and evaluation of active labour market policies, with a focus on comprehensive inequality analysis. This event brings together diverse stakeholders to discuss and advance the project's innovative methodology for policy assessment. The conference will feature presentations and discussions on key aspects of the INCASI project's Multi-Actor Approach, including:

1. Integrating inequality analysis into policy design and evaluation
2. Developing intersectional methodologies for assessing labour market disparities
3. Creating tools and resources for policy evaluators
4. Fostering collaboration between academic institutions, government agencies, NGOs, and civil society groups

Participants will explore how can enhance policy design, implementation and evaluation practices by incorporating inequality analysis as a transversal axis. The event will showcase the project's efforts to develop more holistic and nuanced approaches to policy assessment that consider the multifaceted nature of inequality and its impacts on diverse societal groups. The conference will also highlight the importance of collaboration between various stakeholders in addressing complex social inequalities. Attendees will learn about the unique perspectives and expertise that different actors bring to the policy design, implementation and evaluation process, from academic research to on-the-ground insights from NGOs and





civil society groups. By bringing together experts from various fields and sectors, the conference aims to stimulate dialogue and knowledge exchange on innovative approaches to employment policies. Participants will have the opportunity to discuss best practices, challenges, and potential solutions for implementing of inequality analysis as a transversal axis across the design, implementation and evaluation process. The event will serve as a platform for disseminating the INCASI project's methodological and technical resources, which are designed to facilitate the implementation of inequality analyses in employment policy. These tools aim to support policy-makers and evaluators in producing more valuable and useful policies, and particularly in the emerging field of public policy evaluation in Spain and Andalusia. Through presentations, workshops, and networking sessions, the conference will contribute to the development of more effective, equitable, and evidence-based employment policies. By fostering a collaborative environment and promoting a comprehensive understanding of policy impacts across different societal segments. The expected outcomes include more effective, equitable, and evidence-based employment policies, ultimately contributing to greater social equity and improved labour market outcomes for disadvantaged groups. This holistic approach recognizes that addressing complex social inequalities requires the involvement of multiple actors and a comprehensive understanding of policy impacts across different societal segments.





INCASI LIVING LAB: DIALOGUES

Bridging Inequalities: An international University Collaboration for Analysing and Addressing Social Disparities in Andalusia (Spain), Cochabamba (Bolivia) and Havana (Cuba)

Venue: Universidad Pablo de Olavide (Spain), Universidad Mayor de San Simón (Bolivia) y Universidad de la Habana (Cuba)

Title of the activity	Knowing, analysing and confronting social inequalities from the university sphere
Theme	Public Policies, inequalities, gender, work, education.
Date and place of the event, in person and/or online.	November 2025. Pablo de Olavide University (On site) and Universidad Mayor de San Simón y Universidad de la Habana (online).
Coordinating university (university and persons)	Pablo de Olavide University (UPO). Pilar Cruz Zúñiga & Sandra Fachelli
Entities and collaborating persons	University of Havana and FLACSO: Yenisei Bombino; Anicia García Álvarez; María del Carmen Zabala. San Simón University (UMSS): Jorge Veizaga Rosales; Luis Pablo Cuba Rojas. University of Jaén: Delia Langa; University of Seville: Agustín Fleta.
Entities, invited persons	CENTRA (Andalusian Studies Centre), Seville City Council, Andalusian Regional Government, third sector entities: EAPN-ES, European Network for the Fight against Poverty and Social Exclusion in Spain. Centro de Estudios de la Realidad Económica y Social (CERES) Bolivia
Dissemination/Communications (social networks, distribution lists...)	Social networks and distribution lists INCASI, UPO, UMSS, UH. Multimedia of the Pablo Olavide University.
Recording the activity	Yes.

Abstract: In an era marked by persistent social inequalities, a collaborative project is set to launch, bringing together diverse actors from Bolivia, Cuba, and Spain in a collaborative effort to address these challenges through university cooperation. This initiative, rooted in a Multi-Actor Approach, aims to bridge the gap between academic institutions, public bodies, and civil society organizations, fostering a more equitable development process across these three nations. At its core, the project seeks to enhance the understanding of social inequalities among university faculty and students. By identifying the intricate web of mechanisms that generate and perpetuate these disparities, the initiative will provide essential tools and practical, multi-level actions to build capacities for addressing various forms of discrimination and social exclusion. A crucial aspect of this project is its focus on training and capacity building for the analysis of inequalities. Through targeted workshops, seminars, and hands-on learning experiences, participants will develop expertise in using analytical tools and methodologies to measure and assess various forms of inequality.





This training will equip them with the skills needed to identify capacity gaps, design effective interventions, and evaluate the impact of inequality reduction efforts

By fostering analytical capacity across different sectors and countries, the initiative aims to create a network of informed practitioners capable of developing evidence-based policies and interventions to address social inequalities.

This comprehensive approach recognizes the complex nature of social inequalities and the need for multifaceted solutions. The strength of this project lies in its diverse stakeholder involvement. By engaging academic institutions, government agencies, non-governmental organizations, and civil society groups from all three countries, the initiative ensures a rich tapestry of perspectives and experiences. This interdisciplinary collaboration will facilitate a more nuanced and comprehensive analysis of social inequalities, drawing on expertise from various fields to develop effective strategies. A key feature of the project is its emphasis on knowledge transfer. By creating a bidirectional flow of information between universities and local communities, the initiative promotes a valuable exchange of insights and experiences. This approach recognizes that academic knowledge alone is insufficient to address real-world challenges and that local wisdom and lived experiences are crucial in developing effective solutions. The project's focus on capacity building is particularly noteworthy. Through targeted activities, participants will be equipped with the skills needed to tackle social inequalities effectively. This emphasis on practical application ensures that the knowledge gained is not confined to academic circles but can be implemented in real-world contexts to drive meaningful change. Moreover, the cross-cultural exchange facilitated by involving three different countries adds a unique dimension to the project. This international cooperation will foster the sharing of best practices and innovative approaches, enriching the collective understanding of social inequalities and potential solutions. By addressing social inequalities, the project aligns with broader goals of equitable and sustainable development. It represents a collaborative effort to leverage academic resources and expertise in conjunction with local knowledge and experiences to create meaningful change. Through this Multi-Actor Approach, the initiative seeks to develop more effective, context-specific solutions to complex social challenges in Bolivia, Cuba, and Spain, potentially serving as a model for similar efforts worldwide.





INCASI FORUM: FINAL MEETING

Final Meeting of International Network for Comparative Analysis of Social Inequalities

Venue: Autonomous University of Barcelona (Spain)

Title of the activity	INCASI Forum: Final Meeting
Theme	Presentation of DYSIC Index: Dynamics of Socioeconomic Inequality in Comparison
Date and place of the event, in person and/or online.	September 2027. Autonomous University of Barcelona (On site and online).
Coordinating university (university and persons)	Autonomous University of Barcelona
Entities and collaborating persons	<p> Universidad Pablo de Olavide Universitat de Barcelona Universidad de Sevilla Universidade da Coruña Universidad de La Laguna Universidad Complutense de Madrid Università degli Studi di Milano Università di Calabria Université de Toulouse Jean Jaurès Sciences Po Tampereen Yliopisto Universiteit van Amsterdam Middlesex University Higher Education Corporation Universidad de Buenos Aires Universidad Nacional de La Plata Universidad Nacional de Córdoba Universidad de la Habana Universidad Mayor de San Simon Universidad de la República Universidad de Chile Universidad de Concepción de Chile Universidade de Sao Paulo Universidade do Estado do Rio de Janeiro El Colegio de México Latinobarómetro Corporation Latin America Public Opinion Project Instituto para la Integración de América Latina y el Caribe Economic Commission for Latin America and the Caribbean </p>
Entities, invited persons	Some persons that we had contacted during the project as: Policymakers; Civil society representatives; Practitioners in fields related to social inequalities; Government authorities



	(local, regional, national); NGOs; Private sector entities; Community leaders; Labor union representatives; International development agencies.
Dissemination/Communications (social networks, distribution lists...)	Social networks and distribution lists INCASI. Multimedia of each university.
Recording the activity	Yes.

Abstract: The INCASI Project's Final Forum: The project will culminate in a groundbreaking international forum, embodying the principles of the Multi-Actor Approach (MAA). This event will serve as a pivotal platform for presenting and discussing the project's key outcomes, with a specific focus on the innovative DYSIC index for measuring socioeconomic inequalities and the resulting public policy recommendations. The forum, designed as a hybrid event to ensure maximum accessibility and participation, aims to bring together a diverse array of stakeholders, including academics, policymakers, civil society representatives, and the general public. This inclusive approach aligns perfectly with the objectives of the INCASI Living Lab, which has been at the forefront of fostering international scientific cooperation on socioeconomic inequalities throughout the project's lifecycle. At its core, the forum will create a dynamic space for reflection, collective discussion, and action planning. By adopting an open innovation strategy, it will facilitate a comprehensive diagnosis of current challenges and the development of innovative proposals to address them. This strategy is crucial in ensuring that the insights generated are not only academically rigorous but also practically applicable and responsive to real-world needs. The event will feature presentations of INCASI Working Papers, showcasing the project's research findings and methodological advancements. These sessions will present the DYSIC socioeconomic measure and its implications for policy formulation. A key strength of this forum lies in its multi-actor composition. By bringing together renowned researchers, representatives from international organizations, technical experts, NGOs, and policymakers, the event will create a unique environment for knowledge exchange and collaboration. This diverse participation is expected to generate a rich tapestry of perspectives, fostering a more nuanced understanding of socioeconomic inequalities and potential solutions. The forum's structure will encourage active engagement from all participants, moving beyond traditional academic conferences to create a truly interactive experience. This approach aligns with the MAA principles of co-creation and shared ownership of outcomes. Participants will have the opportunity to contribute to the refinement of the DYSIC index and the development of policy recommendations, ensuring that the final outputs of the INCASI project are both scientifically sound and practically relevant. With a target of 250 participants (including on site and online), the forum aims to create a critical mass of engaged stakeholders who can carry forward the project's insights and recommendations. This broad engagement is crucial for the long-term impact of the INCASI project, as it will help ensure that the research findings are disseminated widely and translated into actionable policies and practices. The INCASI Final Forum represents a culmination of years of collaborative research and engagement. By adopting a Multi-Actor Approach, it seeks to bridge the gap between academic research and real-world application, fostering a shared understanding of socioeconomic inequalities and collective commitment to addressing them. This event not only marks the end of the INCASI project but also sets the stage for continued collaboration and action in the fight against social inequalities across Europe and Latin America.



Annex

Synthesis of the presentations *UPO Conecta* Relationship with non-academic actors

Leticia Muñiz. Argentina, *Universidad Nacional de la Plata. Instituto de Investigaciones en Humanidades y Ciencias Sociales (IdIHCS)*.

In her presentation, Leticia discusses an inter-institutional collaboration between the Department of Sociology at the National University of La Plata (UNLP) and the Ministry of Labour of Buenos Aires Province, focusing on their shared efforts in workforce training and professional development. She contextualizes the project within Argentina's public university system and the province's unique governmental structure, which includes multiple ministries located in La Plata, the provincial capital. She emphasizes that this collaboration represents an important instance of knowledge transfer and community engagement between academia and governmental agencies. By connecting two distinct institutional frameworks—an educational institution and a provincial ministry—this project highlights the potential impact of university research on public policy and labour programs.



FIRST DAY – JUNE 25th 15,00 - 16,30h

Blackboard Collaborate: eu.bbcollab.com/collab/ui/session/quest/

- Welcoming and introduction: Juan Manuel Cortés, *Director of the Doctoral School, and Amapola Povedano, General Director for Employability and Entrepreneurship.*
- Lecture: María Ángeles Huete, *Head of Quality of the Academic Committee in Social Sciences of the Doctoral School.*
- Moderator: Sandra Fachelli, *Main UPO Researcher of the European Project INCASI (International Network for Comparative Analysis of Social Inequalities).*

Introduction of Researchers



Leticia Muñiz. Argentina, *Universidad Nacional de la Plata. Instituto de Investigaciones en Humanidades y Ciencias Sociales (IdIHCS)*.



Patricia Sorribas. Argentina, *Universidad Nacional Córdoba. Instituto de Estudios de Comunicación, Expresión y Tecnologías (IECET)*.



Marcelo Boado. Uruguay, *Universidad de la República. Departamento de Sociología (DSUR)*.



Eduardo Chávez Molina. Argentina, *Universidad de Buenos Aires. Instituto de Investigaciones Gino Germani (IIGG)*.



UNLP is among Argentina's most prominent public universities, along with the University of Buenos Aires and the National University of Córdoba. Given its geographic and administrative proximity to several provincial ministries, UNLP has established ongoing collaborations with these institutions, enabling knowledge transfer across disciplines and public needs. One such collaboration was initiated between UNLP's Sociology Department and the Ministry of Labour's Institute for Labour Training (IPFL), which oversees vocational and technical training across the province. The IPFL's mission is to offer skill development courses to promote workforce competencies across various trades, from construction and software development to horticulture and culinary arts. This partnership aimed to leverage the Sociology Department's expertise to conduct research on the province's training centres, gaining insights into their operational structures, student demographics, and course offerings.

Leticia notes that although this partnership initially gained momentum, changes in political leadership led to the dissolution of the collaboration with the Ministry of Labour. However, similar partnerships were maintained with other ministries, notably the Ministry of Women, reflecting the university's commitment to inter-institutional linkages that address social and labour-related issues. Despite the institutional changes, Leticia and her colleagues continued their efforts with IPFL, initially focusing on designing and implementing a series of research activities that supported the ministry's mission.

One primary research objective was to systematically assess and document the structure and offerings of the vocational training centres within Buenos Aires Province. At that time, the Ministry of Labour lacked centralized, organized data on these centres, including information on their course specializations, student populations, and geographical distribution. To address this, faculty members from the Sociology Department and upper-level undergraduate students collaborated with ministry officials to gather and organize this data. The project involved several stages, starting with preliminary meetings among UNLP faculty, IPFL representatives, and ministry personnel to define the scope and goals of the research. The university conducted two training seminars for ministry staff, focusing on labour market dynamics and vocational education, which deepened the ministry's understanding of theoretical and practical approaches in the field.

As part of this initiative, the university also organized practical fieldwork experiences for students, enabling them to apply sociological research skills in real-world settings. This hands-on component was a novel aspect of the project, as sociology students nearing the end of their studies were given the opportunity to conduct research and data collection in a professional context. The students' primary responsibility was to conduct a detailed survey of the province's vocational training centres, covering aspects such as curriculum, student enrolment figures, and resource availability. Leticia points out that this work was especially valuable for students who, typically required to complete an undergraduate thesis to graduate, often conduct their research individually with limited support. Through this collaboration, however, students engaged in a more immersive and interactive research process, gathering valuable data for their theses while also producing findings for the ministry.

To gain a deeper understanding of the training centres, the team selected two specific institutes located in La Plata—one specializing in construction training and the other in culinary arts. These selections allowed the research team to examine how training programs intersected with gendered career paths, as construction and culinary arts often attract predominantly male and female students, respectively. The students began by reviewing the enrolment records at these centres, identifying trends in student backgrounds, course trajectories, and program completion





rates. They then conducted interviews with selected participants to explore their experiences in vocational training and their motivations for enrolling in multiple courses over extended periods. This qualitative component provided nuanced insights into the benefits and limitations of vocational education for individuals seeking to improve their employability or transition to new fields.

Upon concluding their research, the team compiled a technical report for the ministry, summarizing their findings on the provincial vocational training landscape. This report included profiles of the surveyed training centres, as well as a comparative analysis of the two focal institutes in La Plata. Leticia underscores the broader significance of this collaboration, which successfully bridged academic research with public policy applications. The partnership dispelled the notion of academic institutions as isolated from societal issues by demonstrating that university research could be directly applied to address real-world challenges, particularly in labour and workforce development. Moreover, it provided sociology students with an opportunity to conduct meaningful field research, preparing them for careers that extend beyond academia.

Leticia concludes that this project exemplified effective knowledge transfer between two public institutions with distinct mandates—the university's commitment to education and research and the ministry's mission to support workforce training and development. By fostering inter-institutional collaboration, UNLP and the Ministry of Labour created a mutually beneficial partnership that enriched both the academic community and provincial labour policy initiatives

Patricia Sorribas. Argentina, *Universidad Nacional Córdoba. Instituto de Estudios de Comunicación, Expresión y Tecnologías (IECET)*.

Patricia's presentation focuses on participatory institutions designed to address inequalities in political power, specifically through her involvement with Red Ciudadana Maestra Córdoba, a civil association. This organization emerged in response to a significant political-institutional crisis in Córdoba province following the 2007 elections. It brought together major universities, business chambers, media outlets, and civil organizations to propose substantial institutional reforms.

A key achievement of this network was the implementation of goal-setting plans for local governments, serving as a tool for accountability and citizen participation. Patricia's doctoral work on political participation models led to her involvement with the network in 2013, primarily in a voluntary capacity.

The network secured significant funding from the European Union for a four-year project (2018-2022) aimed at strengthening accountability processes in Argentine cities through citizen monitoring and mobilization. Patricia's role focused on political participation and local democracy, working to build social networks, enhance advocacy capabilities, and co-create public policies. The project developed digital platforms for citizen engagement and monitoring of public policies.

During the 2019 electoral process, the network produced a report on political-institutional reform in Córdoba, proposing measures ranging from electoral system changes to micro-level citizen participation in vulnerable neighbourhoods. They also created a "Your Vote Counts" document, compiling citizen-generated goals for the government. The network engaged with





mayoral candidates, comparing their platforms with citizen-proposed goals, revealing significant discrepancies.

The COVID-19 pandemic prompted a shift to virtual public engagement, facilitating discussions between political parties and expanding the network to address pandemic-related issues. The network continued to build citizen goals for future administrations, conduct policy assessments, and participate in public hearings, often serving as a critical voice.

Patricia also participated in the Demo Reset program in Bogotá, Colombia, funded by the National Endowment for Democracy. She worked on a prototype for enhancing rural community participation in Kenya, addressing challenges such as linguistic diversity, social realities, and limited internet access. This intense 13-day laboratory brought together diverse activists and researchers to develop solutions for participatory budgeting in isolated communities.

In a subsequent Demo Reset residency, Patricia collaborated with researchers from Buenos Aires to develop a matrix of indicators for analysing participatory budgeting experiences across continents. This project aimed to create a standardized tool for comparing different initiatives and guiding local governments in implementing participatory budgeting.

Marcelo Boado. Uruguay, *Universidad de la República. Departamento de Sociología (DS-UdelaR)*.

Marcelo opens by expressing gratitude to the Universidad Pablo de Olavide and then outlines three primary points regarding the role and evolution of social sciences professionals in Uruguay. His first point concerns the history of social sciences professionals in Uruguay and their integration into the workforce over more than fifty years. He highlights that many of these early practitioners, primarily sociologists, began working in market research and consultancy firms during the dictatorship era in Uruguay. They chose to adapt to the political climate rather than emigrate, thus establishing a foundation for social sciences in the private sector, distinct from academia. This period saw the social sciences adapt for survival, with sociologists contributing to market and organizational research to remain professionally active within the country, marking an essential step in Uruguay's sociological development.

In his second point, Marcelo notes the post-dictatorship growth of social sciences within Uruguay, particularly in the field of market research, organizational consultancy, and public opinion polling. These activities became mainstream, with virtually every television and radio channel relying on their own polling professionals. This popularization fostered a culture where media outlets, political organizations, and the state itself actively sought data and analysis from social sciences professionals. This trend has driven the expansion of social sciences, not only through formal education but also in the professional marketplace, with graduates forming professional associations and unions. Marcelo observes that these unions sometimes place restrictions on contracts between scientists and the government, as these contracts represent a significant market segment. The demand for qualified analysts in Uruguay has led to an increase in educational attainment among these professionals, with newer generations seeking graduate-level qualifications, such as master's or doctoral degrees, when taking over family businesses. He mentions that many consulting firms are now led by highly educated managers, reflecting a rising expectation for advanced academic credentials within the industry. This trend illustrates an evolution toward a more specialized and academically rigorous social sciences sector.



Marcelo's third point centres on his personal experience as an academic who ventured into private sector work to study the effects of Uruguay's tobacco control policies, which began under President Tabaré Vázquez in 2005. This endeavour was unique, as he and his colleagues were unable to collect baseline data prior to implementing the anti-tobacco measures. Consequently, subsequent studies aimed to evaluate the post-implementation impact of these policies, which were stricter than those in other countries, including Spain, partly due to Uruguay's comparatively smaller tobacco industry. The policies included restrictions on smoking in enclosed public spaces and other measures to reduce smoking prevalence. Marcelo describes how these policies were tracked through surveys and a five-wave panel study of smokers in five Uruguayan cities, conducted as part of the International Tobacco Control Policy Evaluation Project (ITC). This project, initiated by U.S. and Canadian researchers, aimed to measure public health policy impacts in various countries, including Uruguay, as part of a global evaluation effort.

Marcelo highlights the project's complex interdisciplinary team, which included economists, physicians, and sociologists. His role in the study involved tracking policy compliance and its effects on smoker behaviour. He explains that the project sought to determine whether the public smoking restrictions would cause smokers to internalize these behaviours, adapting them to private spaces as a form of self-regulation. He characterizes this approach as reflecting a broader European and Anglo-Saxon health policy philosophy that pressures individuals to conform to public health norms in their private lives. He mentions that this approach to tobacco control was heavily supported by international organizations like the World Health Organization, which encouraged other countries to adopt similar measures.

The study revealed various challenges associated with the policy's implementation, such as the logistical difficulties of setting up designated smoking areas in workplaces and balancing these restrictions with worker productivity. Marcelo underscores that this approach, while yielding some positive results in terms of reducing smoking rates, exemplifies a broader trend in public health policy of creating social pressure to encourage compliance with healthier behaviours. He points out that while the restrictions on public smoking made life more inconvenient for smokers, they were intended to help individuals reduce their smoking habits, albeit with mixed results. He reflects on how the study's outcomes contributed to the global conversation on public health, as it showed tangible impacts of these policies on smoking behaviour over the ten-year research period. The results were often aligned with theoretical expectations but also demonstrated unique practical insights into how policy can influence public behaviour.

Eduardo Chávez Molina. Argentina, *Universidad de Buenos Aires. Instituto de Investigaciones Gino Germani (IIGG).*

Eduardo begins by examining the occupational integration of doctoral graduates in Argentina, particularly those from the social sciences, as researched by colleagues from the Instituto Gino Germani. This analysis includes data from the University of Buenos Aires (UBA) and highlights the significant size and structure of its doctoral program in social sciences, with over 1,500 enrolled students, 80 courses, and approximately 2,000 graduates. Through a survey of 1,200 graduates, the research revealed promising trends in employment, with high occupational stability for doctoral graduates: 82.3% of UBA social sciences PhDs hold stable, salaried positions, while only a minor portion, 9.3%, work in temporary roles. A small percentage continue in postdoctoral fellowships (4.6%), and virtually no graduates reported unregistered,





freelance, or unpaid work. These outcomes underscore the robust job placement rate among Argentina's doctoral social scientists, despite the country's pervasive economic inequalities.

The employment opportunities for PhD holders span diverse sectors, with many employed not only in academia but also in public administration. Eduardo emphasizes the Argentine government's initiatives that support doctoral integration by offering incentives, such as salary bonuses and advantages in competitive hiring processes, specifically for those holding doctoral degrees. These incentives have resulted in a substantial presence of highly qualified PhDs in public administration, positioning them in decision-making roles that influence policy. Eduardo suggests this trend reflects a unique response to societal needs, particularly amid economic pressures on state institutions. He also references the "contra trend" theory of sociologist John Goldthorpe, who posited that high occupational returns diminish when doctoral degrees become widespread. However, Eduardo points out that Argentina remains in a phase of limited PhD saturation, which sustains strong job prospects for doctoral holders.

In the public sector, government agencies have created high-level positions that specifically require doctoral-level expertise, especially over the past few decades. The presence of PhD holders has fortified governmental bodies, with these professionals often resisting political pressures due to their high qualifications and valuable expertise. This trend has led to a concentration of doctorates in specific administrative areas, where their roles extend to managing complex projects that require high levels of academic and professional training. Eduardo further highlights that Argentine doctoral graduates have expanded their presence into international organizations, not only within Argentina but also abroad in locations such as Geneva and Panama, where international agencies focus on Latin America.

Within the private sector, PhDs in social sciences have found opportunities in corporate roles, particularly in areas such as human resources and marketing, which align with their training. This sector has increasingly absorbed doctoral graduates, placing them in strategic management positions where their advanced analytical and research skills can be applied. In addition to traditional corporate roles, PhDs are employed in public opinion research firms, a burgeoning industry in Argentina, and in consulting roles, where their expertise is highly valued. The demand for public opinion analysis has grown considerably, and doctoral graduates from UBA play a significant role in shaping political and social insights through these firms.

The "third sector"—encompassing non-profit organizations, foundations, and religious organizations—also serves as a significant employer of PhDs. Eduardo notes that many of these entities, including NGOs like Cáritas and Emaús, seek to address complex social challenges, thus offering spaces for doctoral graduates to apply their skills in social program management and implementation. Churches, particularly the Catholic Church in Argentina, have engaged PhD holders in initiatives aimed at addressing poverty and other social issues, reflecting an increased complexity in their social interventions.

Eduardo also discusses the increasing involvement of doctoral graduates in political parties and social movements. He mentions that Argentina's social movements, such as the UTEL (Unión de Trabajadores de la Economía Popular), have evolved beyond traditional advocacy to include sophisticated management and project execution. This shift signifies a new role for PhDs, who apply their research, management, and social science skills to organize and implement initiatives that directly impact communities. This trend in social movements has become especially relevant in recent years as Argentina's civil society has taken on more responsibilities typically managed by the state.





Dayma Echevarría. Cuba, *Universidad de la Habana. Centro de Estudios de la Economía Cubana (CEEC)*.

Dayma reflects on her experience working for CARE Canada, an international NGO, in a food systems project focused on female leadership and participation in two municipalities of Matanzas Province, Cuba. Hired through her university but primarily dedicated to the CARE project, she took on the role of coordinating monitoring, evaluation, and tracking due to her sociological background in gender and environmental issues. This CA\$5 million project was implemented by CARE Canada in collaboration with the Indio Atway Experimental Station, with Dayma overseeing the methodological framework for tracking project progress, setting up baseline metrics, and assessing gender-focused value chains.

Round table.
Phd, university, employability, and transfer.
A view from Latinamerica



SECOND DAY – JUNE 26th 15,00 - 16,30h

Blackboard Collaborate: eu.bbcollab.com/collab/ui/session/quest/

• **Moderators:** Sandra Fachelli, *Main UPO Researcher of the European Project INCASI (International Network for Comparative Analysis of Social Inequalities)*, and Javier Ramos, *Coordinator of the Employability and Entrepreneurship Area at the Fundación Universidad Pablo de Olavide*.

Introduction of Researchers



Dayma Echevarría. Cuba, *Universidad de la Habana. Centro de Estudios de la Economía Cubana (CEEC)*.



Jorge Miguel Veizaga. Bolivia, *Universidad Mayor de San Simón. Centro de Estudios de Población (CEP)*.



Emmanuelle Barozet. Chile, *Universidad de Chile. Centro de Estudios de Conflicto y Cohesión Social (COES)*.



Cecilia Bustos. Chile, *Universidad de Concepción de Chile. Departamento de Trabajo Social (DTS)*.



Graziela Perosa. Brasil, *Universidad de Sao Paulo. Escuela de Artes, Ciencias y Humanidades (EACH)*.



Carlos Costa. Brasil, *Universidad do Estado do Rio de Janeiro. Instituto de Estudos Sociais e Políticos (IESP)*.

One of Dayma's primary responsibilities was to create a monitoring and evaluation methodology, requiring her to apply sociological techniques to build indicators for outcomes and trajectories, data collection tools, and the cadence for reporting. She highlights the methodological rigor involved in this role, combining practical tools with sociological methods to establish reliable data collection and analysis processes. Another key output was to establish the project's baseline, which involved fieldwork to assess conditions using the indicators she





developed. This fieldwork entailed training a team to collect, process, and report data—an intensive process that culminated in comprehensive baseline documentation. Additionally, she led a gender-focused value chain diagnosis, a challenging task due to the limited existing resources on this approach within the region, ultimately resulting in a completed study despite the obstacles.

Dayma identifies several challenges encountered during the project. A significant one was the difference in pacing between the project's operational demands and academic practices. Sociological research typically allows more time for theoretical and analytical work, whereas project timelines require rapid turnaround, limiting opportunities for in-depth reflection. Additionally, she faced logistical difficulties, including the rural settings' limited connectivity, electricity, and transportation infrastructure. Travel was often conducted by horse, horse-drawn carriages, or tractors, adding a unique layer of complexity to project coordination. Furthermore, working within an interdisciplinary team of agronomists, veterinarians, and local community leaders posed challenges in merging various theoretical perspectives. The need for quick responses often reduced the chance for theoretical debate, which in her academic experience is integral for nuanced understanding and adjustment.

Interdisciplinary communication and collaborative strategy formulation were also complicated by the differences between sociological frameworks and the agricultural science practices predominant among the team members. This challenge became particularly pronounced in the project's theoretical validation phase, as balancing project needs with the methodological rigor essential to her sociological perspective was difficult within the limited timeframe. To address this, Dayma's team incorporated findings from relevant research in the field, adjusting them to the project's specific context. Through consultation with the implementation team, they refined methodologies before training field teams to execute data collection based on the adjusted protocols.

Dayma also noted the time demands of the project, which impacted her involvement in other academic pursuits. Although her university appointment was reduced to 20% of her time (removing undergraduate teaching), she continued to advise graduate students and work on publications. The intensive nature of the CARE project, however, limited her ability to participate in activities beyond her core duties, especially as project timelines often dictated the availability of funding, contingent upon timely report submission. Each report required extensive preparation and analysis, often conflicting with her ongoing academic responsibilities. This tension between her academic commitments and project demands ultimately led her to conclude her role with CARE Canada on May 31.

Jorge Miguel Veizaga. Bolivia, *Universidad Mayor de San Simón. Centro de Estudios de Población (CEP).*

Jorge discusses the challenges and outcomes of a collaborative project between his university's Center for Population Studies and UNFPA's local office in Bolivia. The project began when UNFPA "discovered" the centre and showed interest in collaborating with an academic institution to add a more reflective perspective to their otherwise pragmatic and often limited interventions in local communities. Motivated by this, Jorge's team proposed the idea of a population observatory that would not only gather and analyse demographic data but also offer insights to inform policy and programs targeting priority groups, and specially youth population. They drew upon the Nairobi 2019 commitments, particularly "Commitment 8," which





encourages investment in youth to leverage the demographic dividend. The centre focused on analysing data on young people's living conditions and aspirations, viewing this research as part of a larger effort to explore socio-economic patterns through a more robust, academic lens.

The research team created a vulnerability index that measured several dimensions—education, health, employment, and housing—allowing UNFPA to systematically assess and map youth vulnerabilities across Bolivia. Jorge explains that this relatively simple index aimed to be a flexible tool that UNFPA or anyone could adapt or expand. Analysing the index data, the team noted significant correlations between vulnerability and poverty, highlighting the complex nature of socio-economic disadvantage. This academic framing, which integrated a range of social factors, enabled UNFPA to view youth vulnerability in a broader context, offering insights beyond their usual operational scope.

UNFPA's reaction to the research was positive, appreciating the clarity and depth of analysis the academic approach provided. Inspired by these findings, UNFPA considered recommending this vulnerability index to local governments across Bolivia, as local administrative levels hold much of the decision-making power over public planning and development initiatives. In Bolivia, local governments play a central role in implementing development projects due to policies encouraging participatory governance. This local-level focus aligned well with UNFPA's strategic goals and heightened the project's potential impact.

However, the collaboration encountered structural limitations on both sides. UNFPA, as an international agency, operates within a specific administrative framework that, while pragmatic, sometimes lacks the flexibility to adapt fully to academic timelines and processes. For example, while UNFPA valued the data insights, the practicalities of applying these findings across Bolivia proved challenging. UNFPA's operating logic often prioritized rapid, pragmatic solutions, which clashed with the slower, more thorough approach preferred by the academic team. Similarly, Jorge's university faced its constraints, especially in terms of fieldwork logistics and funding. While universities, particularly public ones, are generally open to international partnerships, their primary focus tends to be securing resources, sometimes at the expense of sustained fieldwork support and adaptability to project needs. Jorge notes that this misalignment became apparent when it came to the practical demands of fieldwork and data gathering, as university processes and resources were often inadequate to meet project requirements.

Jorge emphasizes that with refined structures and increased institutional support, such collaborations could have a significant, lasting impact on policy and development programs. This experience underscores the potential of academic and international cooperation convergence in creating impactful research that serves local communities and informs broader development strategies.

Emmanuelle Barozet. Chile, *Universidad de Chile. Centro de Estudios de Conflicto y Cohesión Social (COES)*.

Emmanuelle describes a program developed in response to the social unrest in Chile in 2019, intended to strengthen civil society through training in democratic deliberation and conflict mediation. Developed by the Centre for Social Cohesion and Conflict Studies (COES) with support from the French Institute and the University's Faculty of Social Sciences, the program addresses an increased expectation for academic engagement with civil society and outreach. The course arose from COES's work during the 2019 protests, a period of social and institutional upheaval in Chile, where longstanding inequalities surfaced and demands for





systemic reform escalated. COES conducted focus groups with civil society leaders during this period to understand their perspectives and challenges, uncovering an acute lack of organized communication and consensus-building skills within civil society.

Following these findings, Emmanuelle and her team designed a course for leaders of diverse social organizations. This program aimed to provide tools for dialogue, negotiation, and cooperation across ideological divides, addressing a critical need for structured communication in Chile's fragmented social landscape. This initial insight emerged when COES observed antagonistic divisions not only between social leaders and government representatives but also among civil society groups themselves. For instance, internal conflicts erupted between older male neighbourhood association leaders and younger feminist activists, illustrating the barriers to coalition-building in pursuit of broader social causes. By focusing on skill-building rather than ideological alignment, COES sought to promote effective communication and collaborative problem-solving.

The course has evolved into a yearly program, marking its fifth session, and targets leaders from various social backgrounds, including environmentalists, feminist activists, and community organizers. Structured with both online and in-person components, the program is designed for accessibility, integrating digital tools and offering travel support for leaders from outside Santiago. The curriculum combines theoretical discussions on current Chilean socio-political contexts with practical skill modules in conflict mediation and deliberative democracy, led by specialists like Víctor Fernández and organizational psychologist Gloria Zavala. These hands-on sessions teach techniques such as sociograms and deliberation methods, equipping participants with a toolkit for navigating and resolving conflicts within and between organizations.

One of the distinctive features of the course is its approach to group dynamics and antagonistic dialogues. The COES team facilitates interactions between participants who hold opposing views on socio-political issues, an approach that stems from their initial fieldwork during the protests. By including activists and political figures with contrasting perspectives on Chile's constitutional reform process, for example, the program encourages leaders to confront ideological differences constructively, fostering a culture of mutual understanding that COES deems essential for effective civic engagement.

The course has also seen a significant increase in participants' educational backgrounds over its iterations. Initially designed for social leaders without formal academic training, recent cohorts now include individuals with undergraduate or graduate degrees, suggesting a rising educational standard among Chilean activists and civil society organizers. This shift presents both opportunities and challenges, as it reflects an increasing professionalization of civil society in Chile, raising questions about accessibility and the diversity of voices in social movements. The program's focus on practical, context-specific training for Chilean civil society ensures its relevance, although it remains open to non-Chilean residents within Chile.

Emmanuelle highlights the complexity of balancing such an initiative with the demands of academic responsibilities, including teaching, research, and university administration. Coordinating a team of experts and securing funding from institutions like COES and the French Institute has enabled the program to remain cost-free for participants, a significant achievement in Chile, where such training programs are rare and typically come with fees. However, the added administrative and logistical responsibilities pose ongoing challenges.





The success of this program, now in its fifth iteration, underscores the importance of academic involvement in civil society, particularly in contexts of political polarization and social fragmentation. Emmanuelle's account reveals the challenges and benefits of this engagement, suggesting that academic institutions can play a pivotal role in providing resources and expertise that enhance the capacity of civil society organizations. This initiative demonstrates how academia can contribute meaningfully to social cohesion, offering a model for similar programs in other regions grappling with social unrest and democratic deficits.

Cecilia Bustos. Chile, *Universidad de Concepción de Chile. Departamento de Trabajo Social (DTS).*

In a recent presentation, Cecilia shared her experiences from two socio-legal research projects spanning four years, highlighting insights valuable to both doctoral students and researchers. She first underscored the importance of interdisciplinary collaboration and building networks, as well as fostering connections across social and legal sciences. Her projects exemplify how different disciplines, particularly social sciences and law, can collaborate to address complex societal issues that traditional segmented approaches often fail to solve.

The central focus of these projects was the integration of a gender perspective into the Chilean state framework, specifically targeting the judicial system. Cecilia noted that while there is broad global consensus on gender equity, challenges lie in implementing these ideals effectively within institutional frameworks. In Chile, many of these efforts are embedded within public policies, often deriving from a colonial Spanish legacy where legality and regulatory frameworks drive compliance. Thus, integrating a gender perspective into state practices requires more than a legislative framework; it demands a cultural shift within institutions themselves.

Initially, Chile's executive branch had started developing a gender agenda after the return of democracy, influenced by the women's movement, which advocated for strategic plans and specific policies around gender equality. However, the judicial branch only began to adopt similar changes many years later, motivated by observing successful examples from other Ibero-American countries, such as Argentina. To address this, Chile's judiciary established a Technical Secretariat for Gender Equality, aiming to systematically incorporate gender perspectives into judicial processes.

The projects, funded by FONDEF (a public research fund), allowed a fruitful collaboration between academia and the judiciary, leveraging research and resources to develop a protocol aimed at institutionalizing gender sensitivity. This collaboration, however, faced certain challenges. The academic team's autonomy to report findings, at times, clashed with the more cautious approach of the Technical Secretariat. This tension highlighted the complexities of navigating between academic independence and institutional diplomacy when aiming for impactful societal change.

The principal product of Cecilia's work was a public-interest protocol for integrating a non-binary gender perspective into judicial practices. This protocol was not solely focused on judicial decisions but addressed the entire scope of interactions within the judiciary, intending to foster systemic changes across all levels of operation. This involved examining organizational practices and promoting gender-sensitivity across various judicial processes, such as family and criminal cases.



To implement the protocol, the project team devised a model that emphasized collaboration, particularly through "psycho-social duos," where sociologists and legal professionals worked closely with local tribunals. These duos facilitated tailored diagnostic processes across 17 courts throughout Chile, capturing regional disparities and adapting the protocol to diverse judicial contexts. Although originally intended for two courts, the remote work model enabled by the pandemic extended its reach to many more, allowing for a comprehensive evaluation of gender-related practices across a range of judicial areas.

In addition to the protocol, the project team established a framework for training judicial actors through a diploma program in Justice and Gender. This program included two core and four elective modules, designed to build foundational knowledge for judiciary personnel in gender-sensitive practices. A strategic incentive structure encouraged broader participation, rewarding completion with a diploma. The program, now institutionalized within Cecilia's university and supported by its Continuing Education department, has seen three iterations, each improved by adapting the learning outcomes and methods refined through remote teaching experiences during the pandemic.

Cecilia highlighted several challenges and insights from the project. She emphasized the need for flexibility in academic timelines to align with institutional processes and stressed the importance of strategic communication when presenting findings. Certain results, while essential, required careful consideration regarding when and how they were shared publicly, reflecting the ongoing negotiations necessary in academia-government collaborations.

A notable aspect of the project was its approach to fostering change from within the judiciary. Rather than enforcing top-down mandates from the Supreme Court, the team worked with various levels within the judicial system, including multiple associations, to identify specific needs and resistance points. This grassroots approach sought to instill critical capacity and support for gender-sensitive practices among judiciary staff, promoting sustainable, bottom-up change.

Cecilia concluded by underscoring the significance of maintaining long-term partnerships and continuous learning from each implementation phase, acknowledging the evolving landscape of gender-sensitive judicial practices in Chile. The project's publications, protocols, and training modules are now accessible online, contributing to a broader understanding of how socio-legal research can inform public policy and institutional reforms that reflect contemporary gender equity standards.

Graziela Perosa. Brasil, *Universidade de São Paulo. Escola de Artes, Ciências e Humanidades (EACH).*

In 2023, Graziela and her team conducted a study commissioned by the NGO Instituto Arte em la Escuela in São Paulo. The NGO sought to assess whether arts education positively impacted students' academic performance and well-being, especially at a transitional school stage for students around ages 13-14. Graziela's team, specializing in educational sociology, found the project's research questions both timely and compelling. This was due to the increasing academic interest in youth well-being, which has traditionally applied adult well-being scales and metrics to younger populations, an approach that often overlooks age-specific nuances.





To address these research questions, Graziela collaborated with a statistician to design a representative sample of schools in São Paulo, considering both highly complex institutions with multiple educational levels and shifts, as well as smaller, less complex schools. They employed a mixed-method questionnaire, containing both closed and open-ended questions, to gather a broad spectrum of responses from 1,170 middle-school-aged students. The study's intent was to analyse whether arts participation might enhance not only academic outcomes but also psychological resilience and overall well-being.

One early challenge Graziela's team faced involved aligning timelines with the NGO's expectations. While the organization sought rapid results, the researchers required more time to carefully design the questionnaire and data analysis approach to ensure validity. Ultimately, their findings revealed a nuanced impact of arts education. Results indicated that while arts education contributed to some students' well-being, it did not consistently improve academic performance across the sample.

Significantly, the study found gender differences in how students perceived and benefitted from arts education. For female students, particularly those who were highly engaged in their studies and Black female students who had encountered discrimination or bullying, arts education served as a valuable outlet that contributed positively to their school experience. This group reported that arts activities provided a meaningful way to express themselves and navigate challenging social dynamics. In contrast, responses among male students were more polarized. While one subset of boys expressed satisfaction with their arts education experience, another group indicated a desire for reduced school engagement altogether, extending beyond just arts classes. This latter group, particularly those aged 16, expressed a general disinterest in academic pursuits and a desire to exit the school system.

These differentiated findings prompted mixed reactions from the commissioning organization. For the NGO, the most disappointing revelation was the minimal correlation between arts education and overall academic performance, not only in the specific schools where they were active but across the sampled institutions. The low, statistically insignificant correlation led the organization to question the broader impact of their initiatives and the role arts education could realistically play in enhancing student achievement. From Graziela's perspective as a sociologist, however, the findings offered valuable insights, particularly regarding arts education's differential effects on various demographics and student profiles. The data underscored that arts education often has a significant, supportive role for certain subgroups, especially young women, who may use creative outlets to address unique social and emotional challenges within the school environment.

Graziela also emphasized that the modest effect size observed likely reflects the multifactorial nature of both academic performance and well-being, influenced by a complex interplay of socioeconomic, cultural, and educational variables. Arts education alone, therefore, is unlikely to yield substantial impacts on academic performance without broader structural supports in place. Her team has since worked to communicate these findings constructively to the participating school administrators, highlighting areas where arts education might be tailored to better support specific student groups.

Despite the NGO's disappointment, Graziela's team remained committed to delivering an objective, empirically grounded analysis, not solely favourable results. The outcome underscored an important academic principle: that research findings must be interpreted within the broader context of realistic expectations and multifaceted contributing factors.





The study's findings reveal a paradox: while arts education meaningfully impacts the well-being of certain students, particularly high-achieving female students and Black female students who have experienced marginalization, it lacks a direct, measurable impact on overall academic performance. For Graziela, the differential impact between male and female students, where boys were generally less affected by arts education, provided an intriguing area for further study. Female students, particularly those heavily engaged in school and extracurriculars, reported that arts education offered valuable means of personal expression, indicating its importance beyond academic metrics

Carlos Costa. Brasil, *Universidad do Estado do Rio de Janeiro. Instituto do Estudos Sociais e Políticos (IESP).*

In reflecting on his professional research experiences, Carlos highlights three significant projects outside the academic sphere, each offering valuable insights into data collection and research methods in diverse institutional contexts.

The first project occurred shortly after he completed his master's degree when he was invited to work on a research initiative with the World Bank in Brazil's north-eastern region. His role focused on data collection for a large-scale survey examining various educational and workforce-related indicators across the region's municipalities, specifically in the state of Ceará. Tasked with collecting information from 15 municipalities, Carlos's job was to interview local officials and gather administrative data from each county. This experience introduced him to the region's socioeconomic landscape, marked by poverty and high migration rates, which gave him a unique, first-hand understanding of the dynamics in Brazil's northeast, an area with strong connections to major urban centres like Rio de Janeiro and São Paulo due to ongoing internal migration. Despite his role being limited to data collection rather than analysis, Carlos found the experience both enlightening and personally rewarding. Engaging with local leaders who viewed him as a "representative of the money" gave him a new perspective on local governance and the hopes communities place in such research. His time with the World Bank project provided a rare opportunity to explore the socioeconomic challenges and diverse conditions across Ceará's municipalities.

In his second research experience, Carlos worked for a non-governmental organization (NGO) in Rio de Janeiro known as Viva Rio, an organization that later grew into a prominent social movement. His role involved leading a research project on homicide and violence in Rio, an area of significant concern to the state government, which funded the research. At that time, organized crime and violence were critical issues in Rio, necessitating a comprehensive approach to understanding the spatial distribution and patterns of violence. Carlos led a team of ten to fifteen individuals to collect data from police stations across the city, a task that required both logistical planning and timely analysis. Since there were no central databases for homicide data, his team relied on in-person data collection, manually visiting police stations to gather information on homicide incidents. Carlos recalls that the urgency of the project placed high demands on his team to collect, analyse, and report the data quickly, producing timely reports that mapped homicide distributions across the city. This project's outcomes contributed to an emerging understanding of Rio's complex violence dynamics, a significant socio-political concern. His supervisor later took on a prominent position within the government, signifying the importance and impact of the project at the state level.





The third experience Carlos discusses involved a research project commissioned by the Brazilian Association of Labour Judges, who sought to understand the political opinions and habits of labour judges across the country. Unlike his previous roles, in this project, Carlos was responsible for the entire research process, from designing the survey instrument to managing data entry and analysis. Working closely with the association, he developed a questionnaire to gather information on the judges' perspectives and professional practices. However, the data collection process faced challenges due to the association's decision to distribute the questionnaires by mail, assuming a high response rate based on the judges' affiliation with the organization. Despite Carlos's warning that mail surveys might yield a low response rate, the association opted for this method, resulting in only a 30% response rate, which impacted the validity and reliability of the survey findings. Despite these methodological issues, Carlos successfully conducted the survey analysis with the responses received. He also hired students to assist with data entry, providing them with hands-on experience in survey processing. This project underscored the challenges of ensuring high response rates and the importance of choosing appropriate data collection methods for reliable outcomes.

Each of these experiences shaped Carlos's approach to research, especially in non-academic settings, where logistical and methodological flexibility is often essential. His first experience with the World Bank demonstrated the value of fieldwork for gaining a nuanced understanding of local contexts, while his work with Viva Rio highlighted the need for rapid data collection and analysis when addressing pressing social issues like violence. Finally, his project with the Association of Labour Judges emphasized the practical limitations of certain data collection methods and the importance of aligning research design with realistic expectations for participant engagement.

