



Deliverable 3.1 Design of the training courses programme

POSTGRADUATE DEGREE

Postgraduate Diploma on Comparative Analysis of Socioeconomic Inequalities

(INCASI Diploma)

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INCASI *International Network for
Comparative Analysis of Social Inequalities*



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Sandra Fachelli, *Sub-Coordinator, Departamento de Sociología, Universidad Pablo de Olavide.*
Cristian Segura, *Task Manager, Institut d'Estudis del Treball, Universitat Autònoma de Barcelona.*
Màrius Domínguez, *Bienestar, Comunidad y Control social, Universitat de Barcelona.*
Ildefonso Marqués, *Departamento de Sociología, Universidad de Sevilla.*
Laura Oso, *Equipo de Sociología de las Migraciones Internacionales, Universidade da A Coruña.*
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Carlos Costa Ribeiro, *Universidade do Estado do Rio de Janeiro, Instituto do Estudos Sociais e Políticos.*
Graziela Perosa, *Escola de Artes, Ciências y Humanidades, Universidade da São Paulo.*
Marta Lagos, *Latinobarómetro Corporation.*
Noam Lupu, *Latin America Public Opinion Project.*
Ana Ines Basco, *Instituto para la Integración de América Latina y el Caribe.*
Xavier Mancero, *Economic Commission for Latin America and the Caribbean - Statistics Area.*



Postgraduate Diploma on Comparative Analysis of Socioeconomic Inequalities (INCASI Diploma)

1. GENERAL PRESENTATION OF THE TRAINING PROGRAMME

In the context of the INCASI2 project (International Network for Comparative Analysis of Social Inequalities, <http://incasi.uab.es>) we have a Work Package addressed to training. The objective 4 of our proposal provide excellent training and supervision. INCASI project will equip researchers with the skills and experience to develop new *Analytical Model of Socioeconomic inequalities and Trajectories* and leverage the strength of the EU in this strategic field. Researchers will benefit from extensive training in inter-disciplinary and inter-sectoral aspects of sociology, economics, political science, social work, labour relations, law, demography, as well as their application areas for public policy.

Work Package 3 is aimed at developing training on comparative analysis of socioeconomic inequalities, first in the form of courses serving during the project within the INCASI2 researchers' network. During the project the main objective is to train researchers to conduct innovative theoretical and applied research in the field of socioeconomic inequalities. The ultimate objective of the INCASI2 project is to train researchers interested in studying socioeconomic inequalities from a global perspective by comparing countries and, in particular, countries from Europe and Latin America & the Caribbean. All institutions that participate in the INCASI2 network can participate in the training which will be taught online.

Training of researchers satisfy the need of creation of a scientific community of research centres and non-academic organizations to address the problem of socioeconomic inequalities from an innovative perspective in order to transfer knowledge to society. The impact of this action is addressed to enhance capability of researchers (predoc and postdoc) in the analysis of socioeconomic inequalities and to give tools to researchers for transferring knowledge to society, strategies of publications, participation in conferences, developing open science, improving soft skills in general in order to progress in their careers.

Thus, this work package of network's training during the project plans a course programme that has the objective to train researchers to conduct innovative theoretical and applied research in the field of socioeconomic inequalities from a global perspective by comparing countries and, in particular, countries from Europe and Latin America & the Caribbean. Training is structured with two main contents: a) conceptualisation of different socioeconomic inequalities in different fields, as well as b) methodological tools for measuring socioeconomic inequalities, research methods for analysis and for public policies evaluation.

The work and role of specific beneficiaries/associated partners are broken down and listed into numbered tasks in the general objective 3 of the INCASI Project:

T.3.1 Design specific theoretical and methodological contents for comparative analysis of socioeconomic inequalities (Milestone 01 - Milestone 05). Led by UPO and UAB. The course programme is organised with these contents:

- 1) Theoretical perspectives on comparative socioeconomic inequalities between Europe and Latin America & the Caribbean,
- 2) Methodology for the measurement and analysis of socioeconomic inequalities,
- 3) Survey and fieldwork strategies,
- 4) Labour inequalities,
- 5) Educational inequalities,
- 6) Economic inequalities,
- 7) Gender inequalities,
- 8) Stratification and intergenerational social mobility,
- 9) Migration and ethnic socioeconomic inequalities,
- 10) Public policies.

T.3.2 Implementation of the training plan (Milestone 6 – Milestone 45). Led by UPO with the support of UAB. Network training throughout the project. The training will be given online by network PI researchers and occasionally by external trainers specialized in certain content. It will take the form of postgraduate specialized courses and will lead to a title recognized for the training as a whole (Postgraduate Diploma) or for each particular content studied. It is planned to organize three editions of the training program.

This third Work Package on training has two deliverables:

- D3.1 Design of the training courses programme. A detailed report containing the training objectives, competences, contents, methodology, organisation, and programming.
- D3.2 Final training report. Detailed report of the training carried out: contents, teachers, follow-up and results obtained.

D3.1 is presenting in this document. We propose to organize an INCASI Postgraduate Diploma titled “Comparative Analysis of Socioeconomic Inequalities”. We present here the design and planned implementation of this training based on the experience of two previous editions of a Postgraduate Diploma named “Methodology for the Analysis of Social Inequalities” (MADES) offered in the first INCASI project (2016-2019) provided by the Universitat Autònoma de Barcelona. The MADES Diploma was taught online, facilitating the training for all network members and allowing them to share methodological and technical foundations of research on social inequalities. This new Diploma is conceived as a continuation of this previous experience.

2. GENERAL CHARACTERISTICS OF THE POSTGRADUATE CERTIFICATE

The INCASI Postgraduate Diploma is designed with a total of 48 ECTS (European Credit Transfer System) credits to be taught in one year. We plan to organize three editions.

Because the course is international, it was decided to offer it online, with a fundamentally asynchronous dynamic, to overcome space and time restrictions and facilitate the participation of the teaching staff and students.

Students may take all the courses and obtain the Postgraduate Diploma, or one or more partial courses.

It will be taught mostly in Spanish but also some part in English.

The following table shows the list of institutions that participate in the INCASI2 project and will participate in the course.

Table 1. Collaborating centres

UAB	ES	Instituto de Estudios del Trabajo
UPO	ES	Departamento de Sociología
UB	ES	Bienestar, comunidad y control social
US	ES	Departamento de Sociología
UDC	ES	Equipo de Sociología de las Migraciones Internacionales
ULL	ES	Departamento de Sociología y Antropología
MDX	UK	Centre for Enterprise and Economic Development Research
UTA	FI	School of Social Sciences and Humanities
UNICAL	IT	Dipartimento di Scienze Politiche e Sociali
TLSE2	FR	Centre d'Étude et de Recherche Travail Organisation Pouvoir
Sciences Po	FR	Centre de Recherche Sur les Inégalités Sociales
UBA	AR	Instituto de Investigaciones Gino Germani
UNLP	AR	Instituto de Investigaciones en Humanidades y Ciencias Sociales
UNC	AR	Instituto de Estudios en Comunicación, Expresión y Tecnologías
Udelar	UR	Grupo Estructura, Movilidad y Capital Social, y Desigualdades Educativas
UdeC	CH	Departamento de Trabajo Social
UChile	CH	Centro de Estudios de Conflicto y Cohesión Social
USP	BR	Escola de Artes, Ciências y Humanidades
UERJ	BR	Instituto de Estudos Sociais e Políticos
COLMEX	MX	Departamento de Sociología
UMSS	BL	Centro de Estudios de Población

3. CONTENT

3.1. GENERAL STRUCTURE

The INCASI Postgraduate Diploma is structured in 10 modules, 15 subjects (all 3-credit subjects) and one final research work, with a total of 48 ECTS credits (Table 2) according to the main lines of research and dimensions of socioeconomic inequalities that from a theoretical and methodological perspective are developed in the project and that are structured in the AMOSIT analysis model: Analytical Model on Socioeconomic Inequalities and Trajectories. The AMOSIT model was presented in the project proposal and was developed in the previous INCASI project in the Horizon 2020 program.

Each module or specific subject of each module can be taken independently throughout the three years, and in the case of completing all the training, an official degree of the Universitat Autònoma de Barcelona will be obtained.

Table 2. General structure: modules, subjects and credits

Credits	Module/Subject
	Module 1. Theoretical perspectives on comparative socioeconomic inequalities
6	1.1 Socioeconomic inequalities
	1.2 Comparative research, social models and territorial integration
	Module 2. Methodology
	2.1 Dependence models and public policy impact analysis
12	2.2 Interdependence models and social inequalities
	2.3 Construction of socioeconomic inequality indicators
	2.4 Qualitative methodology for comparative social inequalities
3	Module 3. Survey and fieldwork strategies
3	Module 4. Labour inequalities
3	Module 5. Educational inequalities
3	Module 6. Economic inequalities
3	Module 7. Gender inequalities
	Module 8. Stratification and intergenerational social mobility
6	8.1 Social stratification and social classes
	8.2 Intergenerational social mobility
3	Module 9. Migration and ethnic social inequalities
3	Module 10. Public policies
3	Research Work
48	

3.2. DESCRIPTION OF EACH MODULE

Module 1. Theoretical Perspectives on Comparative Socioeconomic Inequalities (6 credits)

The objective of this module is to introduce to contemporary debates and theoretical perspectives related to the problem of socioeconomic inequalities in a comparative perspective between Europe and Latin America & the Caribbean.

The content is based on the observation that the study of inequalities as a social phenomenon originated in the fall of the class system of the *Ancien Régime* and in the advent and expansion of the capitalist system. Since then, there have been wide-ranging debates in the social sciences on the ideas of equality and freedom, which emerged as central components of the new social order. Since the 19th and 20th centuries, the controversies surrounding them have been linked with the debates on freedom and equality initiated by liberal and radical ideological currents. While liberal currents have advocated the defence of individual freedom for the development of subjects with individual rights in society, critical currents, and more directly Marxist scholars, have given greater weight to equality with the intention of favouring the collective distribution of the social product.

Over time, this theoretical debate was exhausted and largely failed to solve the fundamental problems. It was then necessary to wait until the 1970s for the concern for social equality and its counterpart inequality to be revitalized as an awareness of the complexity of the problem began to emerge, and empirical studies showed the emergence of new forms of social inequality in industrialized countries and the impossibility of achieving absolute equality in socialist countries. Hence, the underlying themes in the social sciences were oriented both towards analyses of the historical and social conditions required to shape a fairer society and towards studies of the steady growth of social inequality and the potential to reduce it. In this context, theories emerged regarding the intrinsic characteristics of equality/inequality by providing perspectives focused on individuals, relationships and macrosocial contexts.

Considering this situation, in this module special emphasis will be placed on the following thematic lines: What is inequality in theoretical terms? Contradictory tendencies: discussion of equality/freedom, views on equality and inequality; privilege and deprivation. Rawls's perspective on social justice and Sen's theories on capabilities. Inequality from a relational, synchronic and diachronic perspective. Plural inequalities: the multidimensionality of the phenomenon. Labour, educational, gender, class and generational inequalities. The international comparative perspective of socioeconomic inequalities, possibilities, and limitations. Social Models for understanding and counteract inequalities. Classic and contemporary debates on inequalities in Europe and Latin America.

The module is structured with three contents:

- 1.1 Socioeconomic inequalities (3 credits)
- 1.2 Comparative research, social models and territorial integration (3 credits)

Module 2. Methodology (12 credits)

The general objective of the methodology course is to teach the theoretical and applied knowledge of research methods and techniques in processing and analysis of data for social research on socioeconomic inequalities from both a quantitative and a qualitative methodological perspective.

Specifically, this general methodological subject will address the following contents:

- 2.1. Dependence models to explain socioeconomic inequalities and public policies impact analysis: linear regression, logistic regression, multilevel models and techniques of policies impact (3 credits).
- 2.2. Interdependence models to explain socioeconomic inequalities: multidimensional contingency table analysis and log-linear models (3 credits).
- 2.3. Construction of socioeconomic inequalities indicators: social indicators construction, typologies construction using factorial analysis (component principal analysis and correspondence analysis) and cluster analysis (3 credits).
- 2.4. Qualitative analysis for comparative socioeconomic inequalities: interviews and biographical analysis, comparative qualitative analysis (3 credits).

In a complementary way, data analysis software will be used: SPSS, R,... and the skills of its use corresponding to the processed data analysis techniques will be taught.

Module 3. Survey and Fieldwork Strategies (3 credits)

This course will present the most important surveys in Latin America: Latinobarómetro and LAPOP (Latin American Public Opinion Project).

- 3.1 Latinobarómetro (1,5 credits): This course present Latinobarómetro, that is a public opinion study that annually conducts around 20,000 interviews in 18 Latin American countries representing more than 600 million inhabitants. The Latinobarómetro Corporation investigates the development of democracy, the economy and society as a whole, using public opinion indicators that measure attitudes, values and behaviors. The results are used by socio-political actors in the region, international and governmental actors, and the media. The course will give a methodological overview of the procedures that Latinobarómetro has carried out in the last 25 years of measurements. It has had an online database since 2006 and is the first online database in the Spanish language and the first in the southern hemisphere. It is a privileged instrument for analyzing and discussing issues related to the standardization and comparability of topics that occur in countries with significant cultural differences. Students will be able to have a thorough knowledge of the data processing as well as a master guide for its use.
- 3.2 LAPOP (1,5 credits): This course present LAPOP core Project, Americas Barometer, a regular survey of citizens' experiences, evaluations, and preferences in the Western Hemisphere. The Americas Barometer was launched in 2004/05, with 11 countries, and quickly grew to cover 34 countries in the Americas. The eighth round was carried out in 2021 and includes over 64,000 interviews in 22 countries. Key to a comparative project is standardization in design and methods; we accomplish this via peer-reviewed sample designs, standardized protocols, the pioneering use of electronic devices for data collection in face-to-face interviews, layers of quality control, and partnerships with reputable firms and researchers across the Latin America and Caribbean (LAC) region. LAPOP-generated data and research are used by individuals and organizations across the Americas to diagnose challenges and advance solutions in the broad area of democratic governance. By making the data public, by lending our technical support to the user community, and by effectively distributing key findings via reports, social media, presentations, and workshops, the Americas Barometer has become integral to conversations and programming on the rule of law, economic well-being, social inclusion, political tolerance, democracy, and many other topics.

Module 4. Labour Inequalities (3 credits)

This module aims to critically introduce and develop concepts, theories and methodologies of the world of work and industrial relations, as well as to present and evaluate dimensions of transformation processes within national and global contexts, including flexibility, subcontracting, outsourcing, pauperization, informality and the crowded platform effect. The module provides an assessment of the development and current configuration of industrial relations systems and changes in the world of work and employment, reviewing the main economic, technological, social, political and ideological factors that have influenced the consolidation of the institutional configurations and collective partners in different countries and historical moments.

From a general analytical framework, the subject will cover the main theoretical contributions on the characterization and debate about work, employment, socio-political actors and institutional

networks, including the conceptualizations that link the proposals to explain the problem of employment, poverty and social inequalities and their relationship with other areas of social reproduction, forming one of the most important nuclei of the social sciences.

From this perspective, more specifically, the change in economic and social reproduction patterns and their effects on the labour market, poverty and income distribution during the current period will constitute the theoretical and historical context of the subject.

The subject aims to give students conceptual tools that allow them to analyse, understand and describe phenomena of a social nature, and to understand the dynamics of the labour market at the end of the course. It will address the theoretical perspective of labour market segmentation and relate it to the theory of structural heterogeneity.

Likewise, the module directs students to review and update theoretical-conceptual aspects related to the topic of the sociology of work, recognize the questions and interests of the authors and approaches and the privileged techniques for measuring them, observing their scope and limitations. In addition, students will make progress in consolidating an analytical and critical perspective on ways to address these issues and their theoretical-conceptual and methodological assumptions. The aim is to incorporate the methodological tools used in current studies to measure and think about current employment problems. and for students to consolidate their training in social research, observing ways and strategies to think about a research problem and how to address it, along with learning and application of analysis techniques according to the problem and the research question.

In particular, the learning outcomes pursued by the subject of labour inequalities are as follows: to understand the basic characteristics that define the sociology of work, such as the fundamental concepts and theories for contextualizing and explaining work-related phenomena; to know their evolution; to understand the current social, technical, sexual and international division of work and to distinguish their implications; to identify and explain labour divisions and inequalities; to develop, monitor and evaluate projects in the workplace; to analyse specialized documentation and statistical sources; and to interrelate disciplines, contexts and dimensions of work and the effects on the future, including robotization, mechanization, care tasks and leisure tasks.

With regard to the content, the following general structure is proposed:

- Context and basic theoretical concepts. Work and labour relations in the transition from industrial to post-industrial society. 1) Industrialization, globalization and the knowledge society. What transformations for the world of work? 2) Why work? Focus and content of the sociology of work.
- Work and employment. An approach from sociology 3) The company as a workspace. Paradigms of social organization of work. 4) The labour market as a social institution.
- Industrial relations, approaches, actors and processes. 5) Theoretical approaches to labour relations. (6) The actors in industrial relations I. Trade union organizations. 7) The actors in industrial relations II. Employers' associations. (8) The actors in industrial relations I. Trade union organizations. The state. 9) Conflict and collective bargaining. (10) Transnational industrial relations.

Module 5. Educational Inequalities (3 credits)

The objective of the module is to familiarize student with discussions on educational inequalities due to socio-economic and cultural origin, gender and membership of cultural minorities, and to analyse how these inequalities translate into access to different levels of education, educational processes and outcomes in terms of performance and accreditation, as well as transitions to the labour market. Students will study the debate in sociology between those who view school more as a reflection of social equalities in general, such as functionalists, and those who consider that school plays a more active role in general inequality, such as critical sociologists. In addition, the aim is to learn the methodological tools necessary to assess the levels of inequality of educational opportunities and to review the various concepts of educational equality. Knowledge will also be guided towards public policies to combat unequal educational opportunities inside and outside the education system and at different levels of governance: central, regional and local. Particular attention will be paid to measures that have been put in place whose success can be evaluated. Finally, it is proposed to analyse the relationship between training and employment in order to study the imbalances between the two systems.

From the methodological point of view, students will become familiar with the main educational debates on educational inequality by different readings. They should also consult the main reports on unequal educational opportunities. They are encouraged to learn how to interpret published data on unequal educational opportunities. At the end of the course, students must be able by their own means to interpret the main indicators of inequality of educational opportunities, and to know how to inquire into the published data to guide programmes for educational success and/or compensation of socio-educational inequalities, as well as to evaluate these programmes.

Module 6. Economic Inequalities (3 credits)

The analysis of economic inequality is one of the most developed fields in social inequality studies. Studies on income or wealth inequality use a particular repertoire of conceptual approaches, analytical models, and measurements. This repertoire must be properly managed to take part in contemporary debates on inequality and redistributive public policies. It is also important to gain a general understanding of the levels and trends of economic inequality in different countries and regions of the world.

The objectives of this module are to enable students to acquire the ability to:

- Understand the key concepts of the economic approach to the study of inequality, particularly in terms of income and wealth inequality.
- Identify similarities and differences between economic and sociological approaches to social inequality.
- Deal conceptually and empirically with the most common measures of economic inequality.
- Have an overview of the differences between countries and regions of the world in the levels of economic inequality, as well as trends over time.

The contents will be structured around this general theme:

- Fundamental concepts for the study of economic inequality.
- Income and wealth inequality.

- Multidimensional economic approaches to measuring inequality and poverty.
- Differences between economic and sociological approaches to inequality.
- Measurements of distributive inequality: synthetic indices (Gini, Theil).
- Measurements of unequal opportunities: the synthetic approach (Ferreira).
- Inequality in income distribution over time, between regions and countries.
- Modernization theories and the classic economic approach to trends in economic inequality.
- Contemporary critical theories (Piketty).
- The role of the state in regulating economic inequality.

Module 7. Gender Inequalities (3 credits)

The main objective of this module is to provide students with precise knowledge about gender inequalities in order to make a comparative interpretation of the social reality, encouraging reflection, analysis and debate about the inequalities that appear in today's societies. Specifically, the aim is to:

1. Provide students with the tools necessary for analysing societies from a gender perspective to identify the causes and consequences of gender inequality; the processes of change that have occurred in recent decades towards more egalitarian social configurations and relationships; and the keys to public action planning.
2. Identify, explore and apply the microsocial theoretical perspectives and macrosocial dimensions that make up the comparative analysis of social inequalities by gender: 1) the level of gender equality; 2) economic development; 3) the social and demographic structure; 4) the gender regime and state policies related to gender equality; and 5) cultural norms.
3. Identify, explore and apply generational and intergenerational approaches to the comparative analysis of social inequality processes and the implementation of social policies.

The contents of the module will be structured around these aspects:

- Equal opportunities. The sex-gender system. Production and reproduction from a gender perspective. Formal equality and real equality. Socialization, gender inequality and violence against women. Gender as a social organizer: social inequality and heteronormativity. The concept, origin and main elements of the paradigm of intersectionality.
- Forms of inequality, gender asymmetry and major obstacles to equal opportunities between women and men based on a comparative analysis. Work and gender discrimination. Segregation and the labour market; the contribution of unpaid work to the economy and to social welfare; economic valuation of unpaid work. The tension between the public and the private: women and the public, private and domestic space, the world of care.
- Inequalities and generations from a comparative perspective. Children and youth: intersectionality of social inequalities. Beyond adulthood: emergence of new inequalities? Youth politics and the non-construction of youth experience in the global world. Generational inflexions of inequalities: work, education and territory. Social changes, identity building and generational breakdowns.

Module 8. Stratification and Intergenerational Social Mobility (6 credits)

The objective of this module is to introduce students to the basic notions of intergenerational social mobility in terms of both absolute mobility and relative mobility. The comparative analysis of the international literature developed in the framework of the Research Committee 28 of the International Sociological Association will be analysed in particular.

Social mobility is a complex phenomenon and, in addition to the directions of ascent and descent, reproduction and movements between positions at the same level, there is the dimension of time. The importance of the study of changes in positions is evident given the changes that have occurred from manual to non-manual work, from rural to urban, from the agricultural to the industrial sector and from this to services. In the subject, two classic forms of social mobility will be addressed, absolute and relative.

In relation to absolute mobility, we will deal with the mobility tables (or transition matrices) that have been extensively used by the sociology of social mobility in general to describe and analyse mobility between two or more moments in time or between two or more countries. In general, two types of mobility will be studied: intra-generational mobility, for the same individual in occupational terms to show the change between their first job and the current one; and intergenerational mobility, which is established between the position of the social origin of the subject, whether it is the occupation or the family educational level, and their current position. We will thus assess the change that has occurred in a period of time that has elapsed between a given social origin and an observed social destination, establishing international comparisons on the observed patterns. The comparative dimension is introduced by establishing processes of harmonization in classifications considering different countries.

In relation to relative mobility, reference will be made to the degree of independence in the whole table between origins and destinations and will reflect the degree of openness of a class structure, that is, the ease with which people move from one class to another. Students will work on the concept of social fluidity and answer the question: how much difference is there in the likelihood of occupying one place more than another among people from different class origins? Reference models will be addressed by comparing European and Latin American societies to account for unequal opportunities that are differentiated and independent of absolute mobility because this mobility does not depend on different historical moments or occupational structures. Patterns and trends of relative mobility will also be studied by comparing the countries of Europe and Latin America, and these patterns will be evaluated in light of the different levels of social inequality.

This module is structured in two specific subjects:

8.1 Social stratification and social classes (3 credits)

8.2 Intergenerational social mobility (3 credits).

Module 9. Migration and Ethnic Social Inequalities (3 credits)

From a multidisciplinary perspective, this subject addresses the understanding of migration as a historical and social phenomenon. The main objective of the subject is to provide students with basic theoretical and conceptual tools for carrying out a diagnosis of international migratory

movements from a comparative perspective, allowing them to consider different geographical and temporal contexts.

The main concepts used in the theoretical discussion on the analysis of migratory processes and movements will be analysed, exploring theories that explain the causes and logic of the migratory phenomenon and fundamental aspects of migration experience through variables such as gender, ethnicity, generation, transnationalism and multiculturalism.

The subject seeks to respond to the main analytical challenges that currently arise in the study of transnational migration. Based on this premise, the main objective during the course will be to provide students with methodological frameworks for understanding the different dynamics underlying and characterizing the migratory phenomenon from a transnational analysis perspective.

The main methodological trends developed in the field of social sciences for the study of population movements will be identified, analysing the role played by each of them in the movements made by migrant individuals and their families through different geographical and social contexts. The empirical application of the research methods and techniques considered during the subject to present realities related to migration will also be pursued.

Thus, the contents are structured into two main sections:

1. Theory and history of international migratory movements

- International migratory movements from a historical and comparative perspective. The aim is to articulate the theoretical links between the history of population movements and the sociology of migration, as well as to apply a comparative perspective to the understanding of the migratory phenomenon and the dynamics that characterize it in different geographical and social contexts.
- Mapping of contemporary migration processes and systems. The objective is to carry out a critical review of migration theories from a comparative perspective and to build a suitable scientific framework for the analysis of migratory flows in a globalized context.

2. Methods and research techniques for analysing transnational migration

- Introduction to research methods on the migratory phenomenon from a transnational dimension. The objective is to identify the main concepts, measures and contexts present in the analysis of transnational migratory flows and to assess the suitability of the theoretical, methodological and technical tools existing in current migration research.
- Qualitative analysis techniques for the study of transnational migration. The objective is to provide qualitative methodological tools for understanding the dimensions involved in the migratory experience of individuals and to develop the potential of narrative techniques for data collection and analysis to interpret the transnational logics involved in migratory flows.
- Quantitative tools for the study and characterization of migratory flows.
- Participatory action research in the context of transnational migration.
- Documentary and audiovisual analysis of transnational migratory movements.

Module 10. Public Policies (3 credits)

This module will present the concepts, processes and fundamental distinctions related to the political system, public decisions and public policies from a comparative perspective. The student

will be able to identify different welfare models and social protection schemes, analysing their components comparatively.

The specific objectives are:

1. To understand public decision-making processes, the distinctions between politics and policy, and their relationship with the political system (interest groups and lobbyists).
2. To critically analyse the links between the political system, social movements and the way public decisions are made by actors with different interests.
3. To identify models of public policy analysis and apply them to the understanding of the analysis of welfare and social protection schemes, as well as their links with the welfare state.
4. To identify trends in public policy and their links with discussions on welfare and protection systems observable in different contexts and countries.
5. To analytically compare the public policies and welfare schemes of different countries, with emphasis on education, employment and social protection policies.

The content of the module is divided into three main areas:

1. The political system and social movements

A conceptual distinction in public policy processes and decisions and their relationship with the political system (interest groups, lobbyists and social movements). Relevant aspects to analyse: i) legislative policy, ii) technical, legal and administrative aspects, iii) financial and fiscal aspects. Private interest and public interest, the role of actors in the political process. Institutionality and governance of public policies.

2. Welfare states and social models

Public policies and welfare systems: traditional models (welfare worlds) and emerging models. Public policies in contexts of uncertainty, globalization and transformation. Pre- and post-distribution policies, their links to well-being and their effects on reducing inequalities.

3. Comparative analysis of public policies

Introduction to comparative analysis. Characteristics of the comparative method. The comparative method versus the case method. Comparative method strategies and methodological implications of the comparative method. This topic aims to analyse particular cases in different contexts, to identify ways in which comparative analysis of public policies, including EU and Latin American countries, can be used.

4. IMPLEMENTATION

The general characteristics of the INCASI Postgraduate Diploma that we have just presented will be specified and adapted to the formal characteristics of the educational program where it is organized: the Postgraduate School of the Universitat Autònoma de Barcelona.

Table 3 shows the modules and subjects that can be taken independently or together to obtain the Postgraduate Diploma. It also includes the teaching staff, all of them principal investigators of the 29 organizations that are part of the INCASI2 project.

The first edition of the Postgraduate Diploma is scheduled to start in November 2024, after processing the administrative and academic requirements of the Universitat Autònoma de Barcelona. The proposal has been submitted to the Graduate School and has been accepted in its proposal version. In the coming weeks the formal document will be sent for approval by the

Academic Committee of the university. The forecast is to have all the formalities completed and all the Virtual Campus materials ready to start the training on the first day of November. It will run for a full year until October 2025. Then the second edition will start with the same characteristics, and finally the third and last one, until October 2027.

Table 3. Teachers by module

Credits	Subject no.	Module	Teacher's proposal
		Module 1. Theoretical Perspectives on Comparative Socioeconomic Inequalities	Renata Semenza, Eduardo Chávez Molina, Antonio Martín Artiles & Ana Blasco
3	1	1.1 Socioeconomic inequalities	
3	2	1.2 Comparative research, social models and territorial integration	
		Module 2. Methodology	Pedro López-Roldán, Sandra Fachelli, Màrius Domínguez, Idelfonso Marqués, Leticia Muñiz & Marcelo Boado
3	3	2.1 Dependence models and public policy impact analysis	
3	4	2.2 Interdependence models and social inequalities	
3	5	2.3 Construction of socioeconomic inequality indicators	
3	6	2.4 Qualitative methodology for comparative social inequalities	Marta Lagos & Noam Lupu
3	7	Module 3. Survey and Fieldwork Strategies	
3	8	Module 4. Labour Inequalities	Renata Semenza, Maarten Keune, Eduardo Chávez Molina, Dayma Echevarría & Vincenzo Fortunato
3	9	Module 5. Educational Inequalities	José Saturnino Martínez, Eriikka Oinonen & Graziela Perosa
3	10	Module 6. Economic Inequalities	Xavier Mancero, Leandro Sepúlveda, Jorge Veizaga & Dayma Echevarría
3	11	Module 7. Gender Inequalities	Màrius Domínguez, Julie Jarty & Olga Salido
		Module 8. Stratification and Intergenerational Social Mobility	Emmanuelle Barozet, Patricio Solís, Idelfonso Marqués, Marcelo Boado, Sandra Fachelli & Carlos Costa Ribeiro
3	12	8.1 Social stratification and social classes	
3	13	8.2 Intergeneracional social mobility	Laura Oso, Ettore Recchi & Patricio Solís
3	14	Module 9. Migration and Ethnic Inequalities	
3	15	Module 10. Public Policies	Olga Salido, Cecilia Bustos, Patricia Sorribas & Vincenzo Fortunato
3		Research Work	
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