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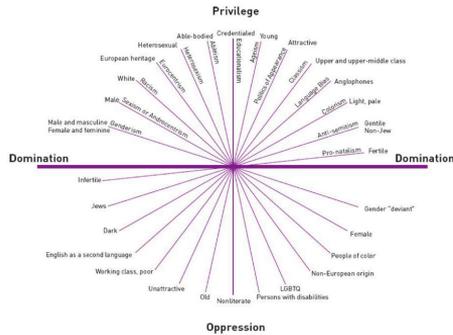
# **Possibilities of critical intersectional analysis in educational research and migration studies**

Paula Estalayo Bielsa, Marina Riera Retamero, Silvia de Riba Mayoral, Paula Lozano Mulet

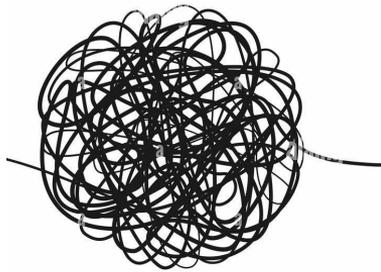
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1. Theoretical framework - Intersectionality as a framework.
  2. Intersectionality at fieldwork.
  3. Analysis & Discussion - Putting intersectionality to work.
  4. Conclusions - Final ideas of intersectionality.
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Morgan (2006).



Lucas Platero (2012).

# Intersectionality as a framework

The need to consider the **differences** between women's experiences by black feminists and feminists of colour in the United States (Anzaldúa, 1987; Davis, 1983; hooks, 1984; Moraga and Castillo, 1988).

The emergence of the concept **intersectionality**.

The concern about **static** and **stable** categories.

The proposal of **feminist new materialism**: categories cannot be thought of as isolated but in a relationship of interdependence and mutual constitution.



forces that affect each other.

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# Intersectionality at fieldwork

The fieldwork: *MiCreate. Migrant Children in a Transforming Europe*.

The narrative resource: signifiant scenes (Denzin, 1997; Hernández-Hernández y Sancho-Gil, 2021; Ornelas, 2016).

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# Putting intersectionality to work

## Scene 1 - El Til·ler (Secondary School)

*I don't go out in the neighborhood much. Sometimes I'm afraid to go out alone because there are people who... I don't know, it scares me. I go from here to home and from home to school.*

(Long term migrant girl student, 15 years old)

Fear becomes "a determining factor in the use and experience of public space, since it directly affects young girls' access to the city and their spatial mobility" (Rodó, 2015, p. 5).

Freedom of  
movement

(Pain, 2001)

Right to the city  
(Lefebvre, 1969)

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# Putting intersectionality to work

Scene 2 - I.E Pepa Colomer (Primary and Secondary School)

*I can't have the same expectations as you.*

(Long term migrant girl teacher assistant - 25 years old)

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# Final ideas of intersectionality

Intersectionality as a framework to address the “interlayered realities and social inequalities in **migration contexts**” (Gregoriou & Christou 2011, p.27). An approach that **goes beyond monolithic** perspectives and **uniform** views

 **privileges and oppressions.**

Onto-episte-methodology → intersectionality is always **contextual** and **situated**.

Each particular situation requires developing **what axes** enter into that “**etc.**”.

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**Thank you!**

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