



ECSR, Collegio Carlo Alberto and NASP
Joint Spring School on

The Analysis of Social and Educational Inequalities

March 18-21, 2024

Collegio Carlo Alberto

Piazza Vincenzo Arbarello, 8 – Turin (Italy)

The topic of the twelfth edition of the ECSR Spring School is “The Analysis of Social and Educational Inequalities”. The School is promoted by the European Consortium of Sociological Research (ECSR), Collegio Carlo Alberto, and by the universities of Milan and Turin in the frame of the NASP - Network for the Advancement in Social and Political Studies. It provides high-quality training on current research on educational inequalities, including the influence of ascribed factors (social origin, gender, migration background, etc.) on educational outcomes, the teacher assessment of school abilities and performance, and the relationship between education, training, and the labor market.

The School is organized by Nazareno Panichella (University of Milan, scientific coordinator), Filippo Barbera (Collegio Carlo Alberto and University of Turin), Camilla Borgna (University of Turin), Stefano Cantalini (University of Milan), Tiziana Nazio (Collegio Carlo Alberto and University of Turin), Emanuela Struffolino (University of Milan), Moris Triventi (University of Milan) and Antonina Zhelenkova (University of Milan, practical organization).

Lectures will be given and presentations discussed by Katherin Barg (University of Bristol), Camilla Borgna (University of Turin), Stefano Cantalini (University of Milan), Herman G. Van De Werfhorst (European University Institute), Marita Jacob (University of Cologne), Tiziana Nazio (Collegio Carlo Alberto and University of Turin), Nazareno Panichella (University of Milan), Paula Protsch (University of Cologne and Federal Institute for Vocational Education and Training (BIBB)), Emanuela Struffolino (University of Milan), Francesca Tomatis (University of Milan) and Moris Triventi (University of Milan).

Overview and timetable

	Monday 18 March	Tuesday 19 March	Wednesday 20 March	Thursday 21 March
9.30-11.30	<i>Keynote 1</i> Marita Jacob	<i>Keynote 3</i> Paula Protsch	<i>Keynote 4</i> Moris Triventi	<i>Keynote 6</i> Katherin Barg
11.30-11.45	Break	Break	Break	Break
11.45-13.15	<i>Presentations 1</i>	<i>Presentations 3</i>	<i>Presentations 5</i>	<i>Presentations 7</i>
13.15-14.15	Lunch	Lunch	Lunch	Lunch
14.15-16.15	<i>Keynote 2</i> Camilla Borgna	<i>Presentations 4</i> (14.15-16.30)	<i>Keynote 5</i> Herman G. Van De Werfhorst	
16.15-16.30	Break		Break	
16.30-18.00	<i>Presentations 2</i>		<i>Presentations 6</i> (16.30-18.45)	

1. Keynote lectures

Marita Jacob: Unlocking Equal Opportunities. Social inequality in university enrollment and how it can be reduced.

Research extensively addresses persistent social disparities in higher education access. Recent attention focuses on mitigating these inequalities by e.g. providing information or counseling to students. Such interventions often aim to promote the enrollment of students from low social backgrounds. However, these interventions may also affect students from high social backgrounds. Furthermore, within the low social origins group, there is notable heterogeneity. For example, students with migrant backgrounds exhibit a stronger inclination towards higher education for intergenerational status advancement compared to non-migrant students. In the lecture, I present findings from the "Future and Career Plans before Leaving High School" project, a randomized controlled trial involving over 1000 German students who were offered individual guidance counseling before high school completion. Results indicate that the program can reduce social inequalities in higher education access. In the specific German context, we observe divergent effects for students from low and high social backgrounds. Upon closer examination of low socioeconomic status students, non-migrants show a more positive impact of counseling on enrollment. Though, this migration-related heterogeneity does not align with the status-gain motive. The discussion extends to how the scale of program implementation affects aggregate social inequality, moving beyond individual-level effects.

Key references:

- Cook, T. D. (2002). Randomized Experiments in Educational Policy Research: A Critical Examination of the Reasons the Educational Evaluation Community has Offered for not Doing Them. *Educational Evaluation and Policy Analysis*, 24(3), 175-199.
- DiPrete, T. A. & Fox-Williams, B. N. (2021). The Relevance of Inequality Research in Sociology for Inequality Reduction. *Socius*, 7.
- Herbaut, E., & Geven, K. (2020). What works to reduce inequalities in higher education? A systematic review of the (quasi-) experimental literature on outreach and financial aid. *Research in Social Stratification and Mobility*, 65, 100442.
- Pietrzyk, I. & Erdmann, M. (2019). Investigating the impact of interventions on educational disparities: Estimating average treatment effects (ATEs) is not sufficient. *Research in Social Stratification and Mobility*, 65, 100471.

Pietrzyk, I., Jacob, M., & Erdmann, M. (2023). Who Benefits from Guidance Counseling? Insights into Native and Immigrant Students of Low Social Origin. *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 75(4), 395-417.

Camilla Borgna: Inequalities in track choices by social and migratory background. Which role for school guidance?

Social disparities in educational decision making (i.e. secondary effects) are a well-known factor for the intergenerational reproduction of inequality. School guidance programs have the potential to reduce such disparities because they intervene on many of their underlying micro-level mechanisms, such as information gaps, parental influence, over/under confidence in own abilities. However, school guidance professionals might perceive that the reduction of inequality is at odds with the selective and allocative functions of guidance. Moreover, similarly to teachers, they could display social biases in their evaluations and recommendations.

This lecture reviews existing research on the effects of guidance programs on inequalities by social and migratory background in track choices during secondary schooling, by focusing on experimental and quasi-experimental research.

Key references:

Barone, C., Assirelli, G., Abbiati, G., Argentin, G., & De Luca, D. (2018). Social origins, relative risk aversion and track choice: A field experiment on the role of information biases. *Acta sociologica*, 61(4), 441-459.

Borgna, C., Contini, D., Pintor, S. P., Ricucci, R., & Vigna, N. (2022). Old habits die hard? School guidance interventions and the persistence of inequalities. *Research in Social Stratification and Mobility*, 81, 100728.

Keller, T., Takács, K., & Elwert, F. (2022). Yes, you can! effects of transparent admission standards on high school track choice: a randomized field experiment. *Social Forces*, 101(1), 341-368.

Pietrzyk, I., Jacob, M., & Erdmann, M. (2023). Who Benefits from Guidance Counseling? Insights into Native and Immigrant Students of Low Social Origin. *KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie*, 75(4), 395-417.

Paula Protsch: The Role of Educational Credentials and Regional Disparities in Social Stratification Processes at Labor Market Entry

Young people make occupational choices in the institutional and regional opportunity structures in which they are embedded. Considered as a central developmental task in school-to-work transitions, finding an occupation is crucial for labor market outcomes early as well as later in the life course. Across all industrialized societies, educational systems sort and allocate young people into stratified positions in the labor market. Yet, countries differ in how strongly educational credentials are linked to occupational positions. This lecture starts with an overview of relevant theoretical approaches and introduces important institutional variations across countries. I will then discuss empirical findings from recent research projects on how educational credentials are linked to occupational opportunities across regional contexts within Germany, a country with comparatively strong school-to-work linkages. More specifically, I will focus on how regional disparities impact on occupational aspirations and attainment, young people's job-search strategies and employers' hiring decisions, and related social and educational inequalities.

Key references:

- DiPrete, T. A., Eller, C. C., Bol, T., & Van de Werfhorst, H. G. (2017). School-to-work linkages in the United States, Germany, and France. *American journal of sociology*, 122(6), 1869-1938.
- Flohr, M., & Protsch, P. (2023). Young people's job-search strategies in the German apprenticeship market: Who relies on referrals by strong ties and why? *Acta Sociologica*, 66(2), 191-209.
- Kerckhoff, A. C. (2001). Education and social stratification processes in comparative perspective. *Sociology of education*, 74, 3-18.
- Protsch, P. (2021). Employers' recruitment contexts and hiring preferences in the German youth labor market. *Research in Social Stratification and Mobility*, 73, 100608.

Moris Triventi: Stratification in Higher Education and Social Background Inequalities in Educational Opportunities.

Access to higher education has expanded tremendously globally in the last decades, rendering the choice of degree program and institution increasingly influential for academic and labor market outcomes. This lecture aims to explore institutional stratification within higher education (HE) and its correlation with social inequality, employing a comparative and longitudinal perspective. In the first part, we will review and interconnect various theories on inequality in education and the labor market, adapting them to the context of higher education. We will delve into predictions concerning social-origin inequalities in accessing different fields of study, HE institutions, and HE levels, along

with the underlying mechanisms behind such patterns. Subsequently, we will discuss the potential and limitations of various empirical strategies for investigating this topic. Finally, we will examine evidence from selective case studies to assess which hypotheses find greater support in the data.

Key references:

Review and comparative studies

Gerber, T. P., & Cheung, S. Y. (2008). Horizontal stratification in postsecondary education: Forms, explanations, and implications. *Annual Review of Sociology*, 34, 299-318.

Triventi, M. (2013). Stratification in higher education and its relationship with social inequality: A comparative study of 11 European countries. *European sociological review*, 29(3), 489-502.

National case studies

[United States] Davies, S., & Guppy, N. (1997). Fields of study, college selectivity, and student inequalities in higher education. *Social forces*, 75(4), 1417-1438.

[Germany] Reimer, D., & Pollak, R. (2010). Educational expansion and its consequences for vertical and horizontal inequalities in access to higher education in West Germany. *European sociological review*, 26(4), 415-430.

[Italy] Triventi, M., Vergolini, L., & Zanini, N. (2017). Do individuals with high social background graduate from more rewarding fields of study? Changing patterns before and after the 'Bologna process'. *Research in Social Stratification and Mobility*, 51, 28-40.

[Great Britain] Van de Werfhorst, H. G., Sullivan, A., & Cheung, S. Y. (2003). Social class, ability and choice of subject in secondary and tertiary education in Britain. *British educational research journal*, 29(1), 41-62.

[Canada] Zarifa, D. (2012). Choosing fields in an expansionary era: Comparing two cohorts of baccalaureate degree-holders in the United States and Canada. *Research in Social Stratification and Mobility*, 30(3), 328-351.

Herman G. Van De Werfhorst: The societal tasks of schooling: qualification, allocation, and socialization in comparative perspective.

Education has several functions for societal needs: it needs to educate students well in terms of skills and qualifications (the qualification function), it needs to promote a smooth transition from education to the labour market (the allocation function), and it needs to socialize students into society at large, for instance by improving knowledge on and commitment to institutions and politics (the socialization function). Moreover, for all these functions one can have multiple distributional concerns, in

particular efficiency and/or equality. In this lecture, I highlight how educational systems vary significantly between societies, and how features of educational systems are related to realizing the outcomes under consideration. By using comparative and longitudinal data on schooling, labour market, and civic engagement outcomes, I conclude that educational policy makers face trade-offs when they want to optimize the functioning of educational systems. While some policies may be positively associated with certain outcomes, other outcomes may in fact be harmed. One example is the vocational education and training (VET) sector: a strong VET sector improves the school-to-work transition, but it also magnifies inequalities in civic and political engagement between education groups.

Key references:

- Van de Werfhorst, H. G., & Mijs, J. J. (2010). Achievement inequality and the institutional structure of educational systems: A comparative perspective. *Annual review of sociology*, 36, 407-428.
- Van de Werfhorst, H. G. (2019). Early tracking and social inequality in educational attainment: Educational reforms in 21 European countries. *American Journal of Education*, 126(1), 65-99.
- Van de Werfhorst, H. G. (2017). Vocational and academic education and political engagement: The importance of the educational institutional structure. *Comparative Education Review*, 61(1), 111-40.

Katherin Barg: Parents and teachers as (potential) drivers of inequalities in education....

The lecture will look at some of the mechanisms underlying social inequalities in education. It will consist of two parts. In the first part, we will focus on social stratification in parental involvement in education, parental values and parents' beliefs about their parenting competencies. We will also discuss the kinds of parental resources that influence their decisions and behaviours with regard to their children's education and development. In the second part of the lecture, we will examine the role of teachers in the intergenerational reproduction of social inequalities. Recent findings on the impact of student social class and ethnicity on discrepancies between teacher and student perceptions of the student's academic attitudes will be presented. This research motivates discussions around inequalities in teacher-student relationships and teacher bias.

Key references:

- Baker, W. & K. Barg (2019). Parental values in the U.K. *British Journal of Sociology*, 70(5), 2092-2115.

- Gentrup, S. et al. (2020). Self-fulfilling prophecies in the classroom: teacher expectations, teacher feedback and student achievement. *Learning and Instruction*, 66.
- Henderson, M. (2013). A Test of Parenting Strategies. *Sociology*, 47(3), 542-559.
- Kozlowski, K. P. (2015). Culture or teacher bias? racial and ethnic variation in student-teacher effort assessment match/mismatch. *Race and Social Problems*, 7(1), 43–59.

Students' presentations

<i>Day</i>	<i>Presentation session</i>	<i>Authors and discussants</i>		
Monday, 18/3	1	Mengxuan Li (Trinity College Dublin), <i>Immigrant optimism in Ireland: parental expectations of children's educational attainment.</i> Discussant: M. Jacob	Paul Siarry (French Institute for Demographic Studies (INED)), <i>Assimilation by the third generation? Grandchildren of immigrants facing educational inequalities in France.</i> Discussant: N. Panichella	
	2	Mette Nikkessen (European University Institute), <i>Socioeconomic Bias in Tracking Advice: Pupils Motivation and Parental Resources.</i> Discussant: C. Borgna	Terézia Tomášchová (Slovak Academy of Sciences and Comenius University), <i>Tracked and Segregated: The Effect of Early Informal Within-School Tracking in Schools with Students with Low Socioeconomic Status or Roma Ethnicity.</i> Discussant: C. Borgna	
Tuesday, 19/3	3	Irene Michelin (University of Trento), <i>Overeducation, Social Origin and Career Mobility: Evidences from the German Labor Market.</i> Discussant: P. Protsch	Hans Gerhardt (WZB Berlin Social Science Center), <i>Structural Change and Occupational Aspirations of youth in Germany.</i> Discussant: T. Nazio	
	4	Chenru Hou (University of Potsdam and Institute of Sociology, Humboldt-Universität zu Berlin), <i>Is Socioeconomic Diversity in Classrooms Associated with Reduced Socioeconomic Inequality? The Role of inter-SES Help-seeking in Student Networks.</i> Discussant: T. Nazio	Francesca Lupia (European University Institute), <i>In-Group Cohesion and Intercultural Networks: Determinants of Educational Attainment Among Chinese-Origin Youth in France and Italy.</i> Discussant: F. Tomatis	Maria Köpping (University of Vienna), <i>Inequalities in post-compulsory educational attainment in Austria: the role of school composition and immigrant background.</i> Discussant: N. Panichella

<i>Day</i>	<i>Presentation session</i>	<i>Authors and discussants</i>		
Wednesday, 20/3	5	Sonia Petrini (University of Lausanne), <i>Using Polygenic Indices to Reduce Bias in the Estimation of Equality of Opportunity</i> Discussant: M. Triventi	Jule Hauf (European University Institute), <i>Gender segregation across fields of study – deterrents and motivators for choosing a gender-atypical career</i> Discussant: M. Triventi	
	6	Yuxin Zhang (University of Trento), <i>Is Political Interest Tracked in Schools? Evidence From Germany</i> Discussant: H. G. Van De Werfhorst	Giulietta Zanga (University of Milan), <i>Teachers' networks, relationship satisfaction and self-efficacy. A study in an Italian primary school.</i> Discussant: F. Tomatis	Viktor Decker (University of Amsterdam), <i>How routine tasks affect labour market inequalities between vocational and tertiary graduates over the career.</i> Discussant: E. Struffolino
Thursday, 21/3	7	Nathalie Aerts (University of Amsterdam), <i>Unravelling the socioeconomic achievement gap: The role of self-regulation in understanding SES disparities in math and reading achievement.</i> Discussant: K. Barg	Max Philipp Jansen (Goethe University Frankfurt), <i>Echoes of Doubt: The Impostor Phenomenon as an Internalized Barrier for Educational Advancements</i> Discussant: S. Cantalini	