

---

# Index

---

- Abbiss, J. 296–297  
ability 61, 94, 96, 98, 106, 319, 371  
  broad 108–109  
  and effort 512, 522  
  grouping 216, 218, 220, 274  
  and performance and competence 112, 113,  
    115, 122  
  scores 258  
  and SEN 393  
  and teaching quality 375, 376  
  *see also* cognitive ability  
ability bias 461, 462  
*Abitur* 24, 26, 63, 557, 565  
academic development 111  
academic success 501–514  
academic track 24, 25, 26  
achievement 133–134, 184, 224, 225, 226, 429,  
  432–434  
  and Big Five 432–434  
  and the economy 484–488  
  and effects of hurricanes 164–165  
  and language proficiency 529–530  
  and Perry Preschool programme 162  
  and SES 264, 356, 391  
  and welfare-to-work programmes 576  
achievement gaps 225, 256–260  
achievement tests 106, 108, 109, 367, 431, 433,  
  520, 521  
admission requirements 20–21, 311–312  
adult education and training 408–422  
adult learning 28–30  
Adult Literacy and Life Skills Study (ALL) 459  
affection 348  
Africa 372  
African Americans 61, 504, 505  
age  
  and formal/non-formal learning 30  
  of teachers 372–373  
age, period and cohort effects (APC) 133  
age-based samples 542, 543  
agency 399, 428, 440  
agent models 554  
Agreeableness 428, 435, 442, 443  
Ahn, J. 137, 139  
Aikens, N.L. 581  
Ajzen, I. 57  
Alan, S. 442  
Alexander, K. 356  
Alexander, K.L. 143, 365, 374  
Alfonso, V.C. 108, 109  
Allmendinger, J. 48  
Alon, S. 182, 311  
alpha error 415  
Althusser, L. 253  
ambition 92, 94, 503  
American Dream 91  
Andersen, R. 298, 464  
Anderson, G.J. 350  
Andrade, S.B. 311  
Anger, S. 443  
Anglicization 519  
Angrist, J.D. 165  
apprentices 340, 342, 343, 344  
apprenticeships 164, 203, 290, 298, 331, 332,  
  442  
approval, social 201, 348, 350, 351, 353, 354,  
  361  
Arum, R. 48, 95, 295  
Ashenfelter, O. 414  
Asian Americans 504, 505, 508, 510, 511–513  
assessment 107, 109, 115, 120–127, 536–549;  
  *see also* PIAAC (Programme for the  
  International Assessment of Adult  
  Competencies); PIAAC-L; PISA  
  (Programme for International Student  
  Assessment)  
assimilation 519–522  
ATC 156  
ATE 156  
ATT 156  
attainment 45, 161, 179–180, 181, 182, 269, 299,  
  432–434, 501–514  
  and class size 162–163  
  and effects of hurricanes 164–165  
  and gender 183, 184–185, 186–187, 188  
  and income 254  
  and labour market 29  
  and neighbourhood 80  
  and number of siblings 77  
  occupational 193, 224, 429  
  and social origin 27, 35, 36, 38–40, 41–48, 49,  
    51, 76, 158, 225, 226, 263  
  and tracking 216, 227  
  *see also* educational attainment; inequality of  
  educational opportunity (IEO)  
Australia 442

- Austria 196, 286, 292, 298, 335, 336, 342–343  
 ‘authoritarian’ parenting 508
- Bach, M. 442  
 Bacolod, M.P. 376  
 Ballarino, G. 39, 94, 278–279  
 Baltes, P.B. 110  
 Bandura, A. 400  
 Bankston, C.L. 510  
 Barbarin, O. 581  
 Barbosa, L. 99  
 Bar Haim, E. 310  
 Barone, C. 38, 196, 226, 313–314, 465  
 Basch, C.E. 583  
 basic competence/competencies 112  
 basic needs, meeting 237, 238  
 basic skills 490–491  
 Bastide, H. 43  
 Bauer, P. 226  
 Baumert, J. 367–368, 369  
 Baysu, G. 357  
 Beck, M. 503  
 Becker, B. 502, 504  
 Becker, G.S. 290, 410, 454, 456, 577  
 Becker, R. 181, 183, 188, 466, 503  
 Beckers, T. 354  
 behaviour, parenting 238, 239  
 behavioural confirmation 348  
 Belgium 98, 259, 286, 288, 298, 340, 389  
 beliefs  
     gender 200, 206  
     subjective 351  
 Bell, Daniel 91  
 Belli, R.F. 135  
 benchmarking 121, 542  
 Ben-Porath, Y. 462  
 Berger, J. 158, 159, 186  
 Berinsky, A.J. 468  
 Berkowitz K.R. 416  
 Bernardi, F. 88, 94  
 Betz, T. 98  
 Bhuller, M. 463  
 bias 127, 415, 461, 462, 469, 543  
 Biedinger, N. 502, 504  
 Big Fish Little Pond Effect (BFLPE) 351, 357  
 Big Five 354, 427–428, 431, 432–439, 442–444, 445  
 Biglan, A. 314  
 Bijlsma, I. 464  
 bilingualism 519, 521, 522  
 binary systems 48  
 binding teacher recommendations 21  
 biologically primary/secondary knowledge and abilities 106  
 Birkelund, G.E. 357  
 Black, S.E. 577  
 Blanchard, C.A. 201  
 Blanden, J. 182  
 Blau, P. 93, 133  
 Blossfeld, H.-P. 38, 175, 186, 466  
 Blossfeld, P.N. 23, 24–26, 28, 29, 30, 182, 187, 188, 218, 219  
 Bol, T. 48, 299, 301, 414, 465  
 Boliver, V. 39, 311  
 Bolli, T. 442  
 Bologna reform 418  
 Bonikowska, A. 506  
 Borgen, N.T. 314  
 Boudon, R. 35, 43, 50, 179, 255, 270, 554  
     and fundamental parameters 560  
     and gender 184  
     and success 26, 566  
 Bourdieu, P. 28, 96, 253, 309, 315  
 Bowles, S. 253  
 Bradley, K. 196, 201, 203  
 Brazil 99, 577  
 Breen, R. 28, 38, 39, 45, 182, 185, 186, 187–188, 359  
 Brinbaum, Y. 505  
 Brint, S. 310  
 Britain 100–101, 467; *see also* United Kingdom (UK)  
 broad abilities 108–109  
 broad reading/writing ability 108  
 Brookhart, S.M. 374, 376  
 Brunello, G. 225, 467  
 Bryk, A.S. 143, 145  
 Buchmann, C. 175, 181–182, 186, 187, 295  
 Bukodi, E. 28, 43, 49  
 Bulgaria 336  
 Buscha, F. 463  
 Busemeyer, M.R. 291
- Cambridge Social Interaction and Stratification Scale (CAMSIS) 37  
 Campbell, P.F. 370  
 Canada 417, 506  
 capital 94, 96, 176, 309–310, 476–493, 509–510, 547; *see also* human capital  
 career mobility 299, 412, 414, 421  
 career success 440  
 Carroll, J.B. 109  
 Carson, J. 99  
 Carter, M.T. 417  
 Cattell, R.B. 108  
 Cattell–Horn–Carroll (CHC) theory 108, 109  
 Cattell–Horn *Gf–Gc* theory 108–109  
 causal effects 153–167  
 causal inference 154–157, 166, 460–462, 469  
 causality 477, 481–483

- Cebolla-Boado, H. 505  
 Cedefop 285, 295  
 CEE OLM countries 330, 335, 336, 338, 340, 343  
 ceiling effects 258  
 Central European (CEE) countries 333, 342, 372, 466  
 certification 410  
 challenges, key 7–8, 10–11  
 Chan, T.W. 37  
 Charles, M. 196, 201, 203  
 Cheadle, J.E. 508  
 Checchi, D. 225  
 Chenevert, R. 417  
 Chetty, R. 366–367, 368, 582  
 Cheung, S.Y. 39  
 child care 239–243, 442, 584  
 child care subsidies 577  
 child care vouchers 161  
 child development 233–237, 238–239, 240–241, 243  
 child poverty 576–578  
 Chile 320  
 China 92, 99, 501–502  
 Chmielewski, A.K. 579  
 choice effects 276–278, 279  
 choice experiments 163–164  
 choices, educational, *see* educational choices  
 Chudgar, A. 579  
 CIPO model 546  
 civic engagement 468  
 Clark, D. 467  
 Clark-Kauffman, E. 576  
 class 38, 42, 43, 60, 63, 94, 178  
   and effect of support for students 567, 568–571, 572, 573  
   and higher education 309  
   occupational 466  
   and talent 561–562, 563, 565–566  
 classroom climate 350–351  
 classroom effects 162–163, 347, 351, 355, 360  
 Clauset, A. 100  
 climate, school 355, 358  
 Clinton, President Bill 90  
 Clycq, N. 98  
 COACTIV study 367–368  
 cognitive ability 45, 63, 65, 161–162, 577  
 cognitive development 111, 576  
 cognitive mechanics 106, 110, 111  
 cognitive outcomes 546  
 cognitive pragmatics 106, 110, 111  
 cognitive skills 25, 26, 27, 44, 136, 433, 456  
   and family background 460  
   and human capital 478, 480  
   and PIAAC 459, 489  
   and returns to education 465  
 cognitive structures and processes 114, 116–117  
 cohort effects 133  
 Coleman, J. 6, 35, 50, 78, 177, 253, 354, 478, 509–510  
 Coleman Report 347, 356, 365, 366, 580–581  
 colleges 99–100, 138, 147, 182, 204, 466  
 Collins, R. 101  
 Combet, B. 158, 159  
 communication, parental 238, 239  
 comparative advantage 198, 460  
 comparative research 81, 215, 221–222, 228, 244, 291–292, 296, 297–299  
   and comprehensive and tracked systems 219  
   and formal external differentiation 218  
 compensating differentials, thesis of 205  
 compensatory advantage 262–263  
 competence/competencies 106–107, 112–117, 122  
 competence-performance models 113, 114  
 comprehensive systems 219, 268, 276  
 computers in schools (COMPED) 537, 539  
 concerted cultivation 508  
 conditional cash transfer programmes 577  
 Condron, D.J. 579  
 conflict theory 177  
 Conger, D. 137  
 Conley, D. 97  
 Conscientiousness 428, 432, 434, 435, 439, 442, 443  
 conservative policies 556, 566–567, 568, 569, 572  
 consistency, internal 123  
 context effects 69–82, 355–359, 360  
 continental European countries 336, 340, 342, 343  
 Contini, D. 221  
 continuous-time hazard models 142, 147–148  
 coordinated market economies (CMEs) 291, 292, 293  
 Correll, S.J. 199, 200  
 costs, educational 59, 64  
 counselling, transition 568  
 counterfactuals 153, 154, 155, 167  
 credential inflation 290  
 credentials 458, 459, 465  
 criterion-referenced tests 121–122  
 Crivellaro, E. 466  
 Croatia 334  
 cross-national data 222  
 cross-sectional designs 223, 544  
 cross-sectional research 224–225  
 Crouse, James 88  
 crystallized intelligence (Gc) 106, 108, 109, 112  
 crystallized knowledge 112

- cultural capital 94, 96, 97, 309–310  
 culturalist explanations 199–200, 507–513  
 cultural system 8, 9  
 culture-dependent facets of human intelligence 108–111  
 culture-free domain-general cognitive capacities 106, 108–111  
 cumulative disadvantage/advantage hypothesis 20  
 cumulative incidence functions (CIFs) 140  
 cut-scores 125  
 Czech Republic 286, 466
- Dahmann, S.C. 443  
 Dahrendorf, R. 175, 187  
 Dammrich, J. 225  
 Dannefer, D. 20  
 Davies, S. 311  
 Davis, J.A. 347  
 Davis, L.E. 61  
 day care 137, 139  
 decision making, educational 21–22, 207  
 declarative knowledge 109  
 de Lange, M. 298  
 Denmark 37, 44, 62, 298, 375  
   and higher education 310, 311, 312, 313, 315, 316–318  
   and VET 286, 287–288, 293, 335, 336, 343  
 de Valk, H. 357  
 devaluation theory 205, 319  
 development 114  
 developmental neuroscience 577–578  
 De Witte, K. 295  
 DGfE (German Educational Research Association) 397  
 Dickson, M. 463  
 difference-in-difference-in-differences (DDD) estimator 256  
 differentiation 48, 218–219, 224, 227–228, 310–312, 313, 315–316, 459  
 digital reading 545  
 DiPrete, T.A. 292, 293, 301, 368  
 disability 383–403  
 disadvantaged children, and early childhood programmes 162  
 discrete-time transition rate models 142  
 discrimination  
   disabled people 400, 402  
   of migrant students 158  
 dissimilarity index 194  
 Di Stasio, V. 50  
 Ditton, H. 503  
 diversified systems 48  
 diversion effect 464  
 Dollmann, J. 21, 226, 502–503  
 domain-specific cognitive capacities 108  
 Domingue, B. 97  
 Dorf, H. 375  
 Downey, D.B. 98  
 Dreeben, R. 90  
 Driessen, G. 374  
 Dronkers, J. 276, 277, 504, 505  
 dropout rates 138, 140, 147  
 dual system 292–293, 329, 330, 331, 333, 343–344, 457  
   retention of apprentices by training firms 340, 341, 342  
   and selection of trainees 332  
 Duckworth, A.L. 439  
 Duncan, O.D. 37, 93, 97, 133  
 Duncan, G.J. 576, 577, 578  
 Duru-Bellat, M. 92  
 Dutke, S. 115–116
- early childhood education 233–246, 584–585  
 early childhood education and care (ECEC) institutions 235, 236, 239–241, 243, 244, 245, 246  
 Early Childhood Longitudinal Study (ECLS) 508  
 Early Childhood Longitudinal Study-Kindergarten Class (ECLS-K) 581  
 early tracking systems 219  
 earnings  
   and gender 319  
   parental 41, 42, 43  
   and schooling 165, 463  
   and skills 489–491  
 East Asian Americans 509, 512–513  
 Eastern European countries 333–334, 372, 466  
 East Germany 177, 466  
 Eberhard, V. 201  
 Eccles, J.S. 200  
 Eckland, B.K. 356  
 economic, social and cultural status (ESCS) 547  
 economic capital 309–310  
 economic growth 476–493  
 economic inequality 578–580, 585  
 economic institutions 483–484  
 economic returns to education 22; *see also* returns to education  
 economic system and VET 290–291  
 Edele, A. 127  
 educational achievement 162, 164–165, 429, 529–530; *see also* achievement  
 educational attainment 287, 501–514  
   and class size 162–163  
   and gender 183, 184–185, 186–187, 188  
   and neighbourhood 80  
   and siblings 77

- and social inequality 299
- and social origin 35, 36, 38–40, 41–48, 49, 158, 254–255
- see also* attainment
- educational choices
  - and gender 200, 201, 203, 206
  - and immigrants 270–271, 273, 274, 276–277, 278
  - students' 163–164
- educational decision making 21–22, 158–159, 207
- educational expansion 173, 174–175, 176–189
- educational inequality 59–60, 63, 158, 173–174, 175, 178–183, 233, 575–576
  - and early childhood education 584–585
  - and income 578–579
  - see also* inequality of educational opportunity (IEO)
- educational outcomes 429, 432–435
- educational pathways 58, 59, 60, 61, 63, 64, 65
  - and gender 184, 185, 186, 200, 206
  - of parents 181
- educational policies 553–573
- educational systems 47–48, 51, 173, 207, 215, 218–220, 573
  - and large-scale assessments 539, 540–541, 543, 546, 549
  - and stratification 228, 268, 269
  - structure 203, 556, 564–566
  - and VET 289–292
- educational transitions 20, 24–28, 434–435
- education-based meritocracies (EBMs) 89
- education system 185, 188
- effectively maintained inequality (EMI) thesis 180, 182–183, 310
- efficiency 522, 524–525
- Egerton, M. 39
- EGP (Erikson, Goldthorpe, Portocarrero) 37, 547
- Ehlert, M. 414
- Eikemo, T.A. 583
- Elder, G.H. 19, 30, 577
- elite institutions 99–100
- elite parents 96, 97
- Emotional Stability 428, 436, 439, 442, 443, 444
- employers 100–101, 176, 204, 319, 455, 456, 457
  - and adult education 30, 202, 413, 416, 417, 421–422
  - and VET 289–290, 291, 292, 293, 295, 298, 301, 302, 329, 331, 332, 342, 343–344
- employment protection 291, 299
- England 44, 51, 321; *see also* United Kingdom (UK)
- England, P. 207
- enlightenment 11
- Entwisle, D.R. 393–394
- environmental contingency 26
- environmental factors 44, 45
- episode splitting 141
- equality, gender 203–205; *see also* gender
- equal opportunities 95, 96, 567
- Erikson, R. 38, 39, 43, 45, 272
- Esping-Andersen, G. 233
- Esser, H. 28, 277
- Estevez-Abe, M. 203, 291
- ethnic composition effects 351, 356–357, 360
- ethnic identity 500, 501
- ethnic inequalities 270, 276–277, 278, 279, 280, 499–514
- ethnicity 46–47, 499–500, 501–514
- ethnic minorities 158, 296, 373–374
- Europe
  - educational inequalities 182, 183
  - migrants 503
  - and returns to education 466
  - and SEN 384–390
  - and VET 285, 286–288, 329–344
- European Agency for Special Needs and Inclusive Education (EASNIE) 385
- European Social Protection Committee (SPC) 401–402
- European Social Survey 177–178, 186, 187
- European Union Labour Force Survey (EULFS) 334
- evaluation phase 123
- event history analysis 134, 137–142
- expansion 173, 174–175, 176–189
- expectancy-value theory 65
- exposure 522, 523–524, 525, 527
- external differentiation 218
- extra-curricular activities 315
- Extraversion 428, 435, 439, 442, 443
- Fachhochschulreife* 24, 26
- Factors Influencing Teaching Choice (FIT-Choice) scale 376
- family 20, 72, 74, 76–77
  - characteristics 581
  - and educational resources 26–27
  - elite 97
  - and language learning 120
  - and school grades 126–127
  - social status 58
- family background 460, 461
- family-friendly employment 198, 204, 206
- family stress model 577
- Fasang, A.E. 147
- Featherman, D.L. 417
- Feinstein, L. 261
- Fekjaer, S.N. 357, 505–506

- Feldhaus, M. 353  
 Feliciano, C. 512–513  
 Fend, H. 226  
 Fenwick, G.D. 204  
 Fergusson, D.M. 38  
 Ferrer, A.M. 417  
 field of study 309, 310, 312–314, 316, 317–318, 319–320, 321–322, 323  
 Finland 39, 196, 227, 259–260, 264, 375  
     and higher education 310, 323  
     and VET 286, 288, 330, 340  
 firm-based training 331, 340, 342, 343–344;  
     *see also* vocational education and training (VET)  
 First International Mathematics Study 536–537  
 First International Science Study (FISS) 537  
 fixed effects panel regression 142, 146–147  
 floor effects 258  
 fluid intelligence (Gf) 106, 108, 109, 110  
 Ford, K.S. 311  
 formal adult education 29, 30, 409, 414, 415  
 formal external/internal differentiation 218  
 Forster, A.G. 300, 301  
 Fort, M. 226  
 framing effects 349  
 France 39, 44, 99, 298, 503, 506  
     and VET 286, 293, 333, 340  
 Franzini, M. 89  
 Freeman, D.J. 374, 376  
 Fuhr, C. 100  
 Fujihara, S. 49  
 functional competencies 116  
 functional interrelation 118–120  
  
 gain frame 349, 350–351, 352, 353, 355, 360, 361  
 Gangl, M. 298, 332–333, 466  
 Ganzeboom, H.B.G. 547  
 gatekeeping 202–203  
 Geary, D.C. 111  
 Gebel, M. 466  
 Gelman, A. 166  
 gender  
     and early childhood education 584  
     and earnings 319  
     equality 203–205  
     and field of study 313–314, 321, 323  
     and formal adult education 30  
     inequalities 173, 183–187, 188, 204  
     and returns to education 466  
     and social background and education 39  
     and social origin 46, 51  
     and teachers 372  
     and upper secondary general education 178  
     and VET 296–297  
 gender beliefs 200, 206  
  
 gender concentration 194  
 gendered division of labour 206  
 gendered self-concepts 200–201  
 gender-essentialist ideology 201  
 gender identity 201, 206  
 gender segregation 193–207, 204, 312  
 gender stereotypes 199  
 general skills 290, 456  
 geographical mobility 416  
 Germany 24–26, 59, 63, 293, 329  
     adult education and training 414, 416, 418, 419–420  
     and discrimination by teachers of migrant students 158  
     and dropping out of tertiary education 138  
     earnings and schooling 165  
     educational expansion 177  
     educational inequalities 182  
     educational policies 554–573  
     Educational Research Association (DGfE) 397  
     ethnic minorities 502–503, 512  
     and field of study 313  
     gender inequalities 183  
     and gender segregation 196  
     and gender wage gap 321  
     and health 467–468  
     health 583  
     higher/tertiary education 311, 398–399  
     and labour market returns 320  
     maths performance 367–368, 369  
     and meritocracy 98  
     migrants 127, 504  
     parental status and education 43  
     and returns to education 462, 466  
     and selectivity 277–278  
     and SES achievement 258, 391  
     social origin 39, 59–60  
     and socio-emotional skills 431–432, 442–444  
     special education 389–390, 396–397  
     teachers 370, 374–376  
     and tracking 20–21, 144, 219, 226, 227  
     and Turkish students 504  
     and university entrance 64  
     upper-secondary education 61  
     and VET 286–288, 292, 295–296, 333, 335, 336, 342–343  
     youth unemployment 298  
 Gesthuizen, M. 468  
 Gibbs, B.G. 98  
 Gini coefficient 578–579  
 Gintis, H. 253  
 Girard, A. 43  
 Glauser, D. 164  
 Glick, J.E. 505

- goal–mean relations 354, 360  
 goals 348, 349–351, 352, 353–354  
 Gold, A. 236  
 Goldthorpe, J.H. 28, 37, 43, 45, 49, 177  
 Gorlitz, K. 415  
 Gottfredson, L.S. 200–201  
 grade-based samples 542–543  
 grade retention 137–138  
 grammar 112  
 grammar schools 163  
 Great Britain 37, 143–146; *see also* United Kingdom (UK)  
 Greece 298, 489  
 Green, D.P. 468  
 Griga, D. 503  
 Grigg, J. 147  
 Griliches, Z. 417  
 grit 432, 439–440, 442, 445  
 Grodsky, E. 311, 505  
 Groh-Samberg, O. 503  
 Gronlund, A. 205  
 Groot, W. 333  
 Grossman, M. 467  
 growth curve models 142, 143–144, 148  
 Guetto, R. 182–183  
 Guo, G. 577  
 Guppy, N. 311  
 Gustafsson, S. 244  
  
 Hadjar, A. 183, 186, 187, 296, 503  
 Hagan, J.M. 510  
 Haider, S. 462–463  
 Hall, A. 333  
 Hallinan, M.T. 370–371  
 Hallsten, M. 314  
 Hamilton, L.T. 315  
 Hampf, F. 300, 465  
 Hannum, E. 175, 181–182, 186, 501–502  
 Hansen, M.N. 322  
 Hanushek, E.A. 225, 300, 375, 464–465, 477, 478–479, 490  
 Hao, L. 506  
 Harber, K.D. 358  
 Hasselhorn, M. 236  
 Hastings, J. 320  
*Hauptschulabschluss* 24  
 Hauser, R.M. 38  
 Hawthorne effects 157  
 hazard rate 140  
 Head Start 162, 166, 240  
 health 175, 436, 442, 463, 467–468, 583–584, 585  
 Heckman, J.J. 462  
 hedonic frame 349, 351, 355  
 Heinz, M. 376  
  
 Helbig, M. 21  
 Hertel, F.R. 40  
 Hertz, T. 39  
 hierarchical linear models 143  
 hierarchy, social 41  
 higher education (HE) 49, 51, 63–64, 98–100, 183, 195–196, 308–323, 418–420; *see also* colleges; tertiary education; universities  
 higher-order goals 348  
 high school 442–444; *see also* secondary education  
*Hilfsschule* 396  
 Hill, H.C. 256, 369  
 Hillmert, S. 203, 294, 297  
 HISEI (Highest ISEI) 547  
 historical context 72  
 Hof, S. 442  
 Hoff, E. 238  
 Holm, A. 359  
 Holmlund, B. 417  
 home learning environment 237–239, 245  
 horizontal differentiation 459  
 horizontal gender segregation 193, 195  
 horizontal stratification 316–318  
 Horn, D. 279, 334  
 Horn, J.L. 108  
 Hoskins, B. 468  
 Hou, F. 506  
 household production theory 577  
 housing policy 582, 585  
 housing vouchers 161  
 Hout, M. 40, 183  
 Hsin, A. 512  
 Huinink, J. 353  
 human agency 20–21  
 human capital 94, 96, 197, 205, 428, 476, 509–510  
     and cognitive skills 480  
     and institutions 484  
     and language skills 522  
     and opportunity 97  
     and productivity 477–478  
     and test scores 479  
 human capital theory 176, 184, 290, 301, 330–331, 454  
     and health 467  
     and productive skills 455–456  
 humanities–sciences divide 196  
 Hungary 286, 334  
 Hunkler, C. 296, 503  
 hurricanes, effects of 164–165  
 hyper-selectivity 511, 512  
  
 Iannelli, C. 279, 296, 313  
 Ichou, M. 506

- identity
  - ethnic 500, 501
  - gender 201, 206
- Imberman, S.A. 164–165
- Imdorf, C. 203, 207, 297
- immigrants 22, 46–47, 51, 269, 482–483, 502, 527–529
  - and educational choices 270–271, 273, 274, 276–277, 278
  - and language assimilation 519–531
  - and VET 296
  - see also* migrants
- implicit knowledge 113
- incentives 522, 525, 526, 527–529
- inclusion, school 392, 393, 401, 402
- income 175, 254, 440, 463, 489–491
  - parental 41, 42, 43
  - support for poor families 577
- income–achievement gap 578, 579
- income inequality 578–579
- increased merit selection (IMS) hypothesis 179–180, 181
- India 506
- individual choice model 220
- industry-specific skills 456
- inequality 97–98, 253
  - and absence of schooling 254
  - and adult education 418, 419–420
  - and adult learning 29
  - and disabled youth 399, 402
  - economic 578–580, 585
  - and educational attainment 299
  - ethnic 499–514
  - gender 173, 183–187, 204
  - health 583–584
  - in higher education 308, 310–314, 316–317, 322–323
  - income 578–579
  - intergenerational 421
  - and schooling 255–256, 264
  - and VET 294
  - see also* educational inequality; social inequality
- inequality of educational opportunity (IEO) 7–8, 10, 11–12, 13, 28, 35–36, 38, 39–40, 50, 268–269, 270
  - and disabled pupils 391
  - and educational institutions 275–280
  - and educational policies 557, 563, 565, 567, 568–570, 571, 572, 573
  - and gender 46
  - and schools 347
  - and tracking 214–217, 224, 226, 227, 228, 274
- informal adult education 409, 414
- informal adult learning 29
  - informal external/internal differentiation 218
  - informal learning environments 241–243
  - Inglehart, R. 175
  - institutional contexts 81
  - institutional differentiation 310–312
  - institutional habitus 315–316
  - institutional selectivity 310–311, 322
  - instrumental variable (IV) estimators 461–462, 469
  - intelligence (IQ) 214
  - intelligence tests 110
  - intergenerational inequality 421
  - intergenerational mobility 58, 94, 411, 512–513
  - internal differentiation 218
  - internal labour markets (ILMs) 291, 329
  - internal rate of return (IRR) 463
  - International Adult Literacy Survey (IALS) 39, 115, 225, 459
  - International Association for the Evaluation of Educational Achievement (IEA) 536, 537, 538, 539
  - International Computer and Information Literacy Study (ICILS) 539
  - International Labour Office (ILO) 547
  - International Reading Literacy Study 537
  - International Social Survey Program Social Inequality III 92
  - International Socio-Economic Index of Occupational Status (ISEI) 547
  - International Standard Classification of Education (ISCED) 285
  - International Standard Classification of Occupations (ISCO-08) 547
  - intersectionality 187–188, 207
  - intervention studies 421, 441, 445, 446–447
  - investment model 577
  - IP Index 194
  - Ireland 37, 298, 330, 335, 336, 340, 342
  - ISEI (International Socio-Economic Index of Occupational Status) 37
  - Ishida, H. 49
  - Israel 49–50, 51
  - Italy 39, 43, 44, 49, 51, 188, 322
    - and educational attainment 287
    - and higher education 313
    - teachers 372
    - and tracking 226
    - and VET 286, 288
    - youth unemployment 298
  - Item Response Theory (IRT) 123, 537
  - Item Response Theory (IRT) scaling 122
  - IVET (initial vocational education and training) 195, 202, 203, 205, 206; *see also* vocational education and training (VET)

- Jackson, M. 48, 273–274, 277  
 Jacob, M. 294  
 Jacobs, J.A. 416  
 Jaeger, M.M. 359  
 Japan 49, 51, 177, 183, 187, 293  
 Jencks, C. 78, 254, 356–357  
 Jenkins, A. 414  
 Jennings, J.L. 368  
 job satisfaction, and grit 440  
 John Henry effects 157  
 Jonsson, J.O. 39, 45, 48, 198, 272, 273–274, 277  
 Josifidis, K. 95  
 Jussim, L. 358
- Kahneman, D. 45  
 Kalil, A. 237  
 Kalleberg, A.L. 333  
 Kam, C.D. 468  
 Kanomata, N. 183  
 Kao, G. 508  
 Kaplan–Meier estimator 139  
 Karabel, J. 310  
 Kayser, L.B. 98  
 Kelcey, B. 370  
 Keller, S. 45  
 Keller, T. 163  
 Kelly, S. 97  
 Kemptner, D. 467–468  
 Kim, C.H. 319  
 Kingston, P.W. 94, 98  
 Kirkeboen, L.J. 320  
 Klein, M. 320, 466  
 Klieme, E. 109, 114, 540  
 Kling, J.R. 161  
 Klugman, J. 356  
 knowledge 109, 111, 112, 113, 369–370  
 knowledge capital 476–493  
 Kogan, I. 333, 466  
 Koh, A. 92  
 Kohli, M. 28, 29  
 Kohn, M.L. 508  
 Kornder, J. 503, 505  
 Korthals, R.A. 277  
 Kramer, R. 315  
 Kristen, C. 502  
 Kroneberg, C. 508–509  
 Kruger, A.B. 165  
 Kuger, S. 540  
 Kunter, M. 369, 370  
 Kupermin, G.P. 358  
 Kuyper, H. 506
- labelling-resource dilemma 401  
 labour force 485, 487  
 labour market  
   and adult education and training 415–417  
   and compensatory advantage 263  
   and disabled youth 398, 401  
   earnings 489  
   and field of study 313, 314, 319–320, 321–322, 323  
   and gender 185, 187, 203–205  
   outcomes 459–460  
   research 136–137  
   returns 29, 205  
   and socio-emotional skills 429  
   and VET 299, 332, 338–344  
 labour queue model 176–177  
 Lahaie, C. 502  
 Lambert, P.S. 37  
 Lange, S. 227  
 language competencies 117  
 language learning 111–112, 120  
 language proficiency 119, 519, 520, 521, 522–525, 526, 529–530, 531  
 language use 520, 526–529, 530  
 Lanuza, Y.R. 512–513  
 Lareau, A. 242–243, 508  
 large-scale assessments 536–549  
 Latin Americans 504, 510  
 Latvia 336, 389–390  
 Lauterbach, W. 226  
 Lavrijsen, J. 93, 295, 300  
 Lawrence, J.F. 144, 145  
 Lazarsfeld, P.F. 40  
 learning difficulties 393  
 learning disability 396, 397, 399  
 learning effects 136  
 learning environments 234–235, 237–245, 246  
 learning opportunities 385  
 learning processes and child development 236–237  
 Lee, E.M. 315  
 Lee, J. 511, 512  
 Lehmann, W. 315  
 leisure activities 242–243  
 Lemann, N. 99  
 Lenz, G.S. 468  
 Leuven, E. 414–415  
 Levels, M. 504  
 Li, J. 442  
 Li, Y. 504  
 liberal market economies (LMEs) 291, 293  
 Lichtenberg, J.W. 201  
 life course 93–94, 401–403, 410–417, 462–463, 469  
 life course sociology 390–392  
 life expectancy 175  
 life history calendars (LHCs) 135

- lifelong learning 18–30, 410, 414  
 life outcomes 429, 436–440  
 life satisfaction 350, 436  
 lifestyles, healthier 175  
 likelihood function 141  
 Lindahl, M. 258–259  
 Lindenberg, S. 6, 349  
 linguistic competency 113  
 linguistic distance 524–525  
 linguistic shift 519, 520, 521  
 literacy 114–116, 465, 537, 538  
 Liu, A. 512  
 Liu, Y. 99  
 Local Average Treatment Effect (LATE) 462  
 Lodder, B. 333  
 Loewenstein, M.A. 414  
 Loken, E. 166  
 Løken, K.V. 577  
 longitudinal data 133–149  
 longitudinal designs 544  
 lower-order goals 348  
 Lucas, S.R. 180, 182, 310  
 Luschei, F.T. 579  
 Luxembourg 340  
 Lynch, L.M. 414
- Ma, Y. 313  
 Machin, S. 321  
 MacKenzie, M.J. 236–237  
 Macmillan, L. 182  
 macro level 7  
 Magnusson, C. 205  
 Marcus, R.D. 417  
 marriage 145  
 Marsh, H.W. 357  
 Marshall, T.H. 174–175  
 Martins, P.S. 442  
 Mastekaasa, A. 314  
 master frames 349, 350  
 Matějů, P. 225  
 mathematics 138, 143, 144, 145, 256, 368, 369  
   early knowledge 119–120  
   ethnic minorities' performance 505, 508–509  
   and fixed effects model 147  
   and gender 195, 196, 198, 200, 203  
   and PISA 486, 487  
   and SES 225, 227, 257, 258, 259, 260, 261, 262  
 Matthew effect 20, 29, 216, 408, 421  
 Maurice, M. 293  
 maximally maintained inequality (MMI)  
   hypothesis 180, 182, 183  
 Mayer, A.K. 468  
 Mayer, S.E. 356–357, 578–579  
 McClelland, David 6  
 measures, overlap of 118  
 Meghir, C. 226–227  
 memory, short-term 119  
 Menendez, A. 417  
 meritocracy 88–101, 353, 358, 360  
 Merry, M.S. 95  
 Merton, R.K. 20, 408  
 meso level 9, 13  
 metacognitive knowledge 113  
 Metzler, J. 369  
 Meulemann, H. 416  
 Mexican immigrants 504  
 Mexico 577  
 Meyer, A.G. 468  
 Mickelson, R.A. 356  
 micro level 9–10, 13  
 middle classes 180, 183  
 migrants 127, 158, 351, 357, 499, 500–507; *see also* immigrants  
 Mijs, J.J.B. 48, 98  
 Mincer, J. 454  
 minorities 158, 360, 500–501; *see also* ethnicity; ethnic minorities  
*Mittlere Reife* 24  
 mixed tracking model 220  
 mobility 205, 225, 310, 350, 393  
   career 299, 412, 414, 421  
   geographical 416  
   intergenerational 94, 411, 512–513  
   occupational 64, 413  
   and SES 93, 96, 264  
   *see also* social mobility  
 mobilization, political 175  
 modelling 553–554, 557–561  
 Model of Frame Selection 65  
 modernization theory 7, 90–91, 177, 179, 465  
 monitoring 538–539, 541–542  
 Monks, J. 417  
 Montenegro, C.E. 466–467  
 Mood, C. 45  
 Morgan, S.L. 44  
 motivation, educational 180, 185, 188  
 Moving to Opportunity (MTO) 74, 161, 582  
 Mullen, A.L. 315  
 Müller, K. 547  
 Müller, S. 138, 140, 416  
 Müller, W. 290, 298, 332, 420, 464  
 multilevel models 134, 147–148  
 Murnane, R.J. 97
- narrow abilities 109  
 National Institute of Child Health and Human Development (NICHD) 238  
 national skill formation systems 291–292  
 natural experiments 164–165

- nature versus nurture 44, 72, 110  
 Neal, D.J. 204  
 need for cognition 354  
 neighbourhoods 79–80, 581–582  
 NELS (National Education Longitudinal Study) 508, 509  
 NEPS (German National Educational Panel Study) 431, 433, 445, 469, 544  
 Netherlands 39, 44, 51, 61, 62, 64, 207  
   ethnic minorities 506  
   and immigrants 158, 296  
   and VET 286, 300, 301, 335, 343  
   youth unemployment 298  
 networks, social 509–510, 511  
 Neugebauer, M. 372, 374, 375, 376  
 Neves, L.M.P. 93  
 new sociology of education 253  
 New Zealand 38  
 Nicaise, I. 93, 295, 300  
 Niedomysl, T. 163–164  
 Nikolai, R. 21  
 No Child Left Behind (NCLB) Act (US) 575  
 Noelke, C. 314, 334  
 non-academic track 24, 25, 26  
 non-cognitive outcomes 546  
 non-cognitive skills 27, 28, 44, 45, 427–447  
 non-formal adult learning 29–30  
 non-formal education 409  
 non-monetary returns 22, 463, 467–468  
 non-taught informal learning 409  
 non-verbal intelligence 109  
 Nordic countries 310, 322–323, 336, 342, 402, 464; *see also* Denmark; Finland; Norway; Sweden  
 Nordic inclusive model 219–220  
 normative frame 349, 351, 352  
 Northern Europe 330, 583; *see also* Finland; Sweden  
 Norway 48, 286, 322, 463, 505–506, 577  
   and higher education 310, 320, 322, 323  
 Nye, B. 163
- objectivity 123  
 occupational attainment 193, 224, 429  
 occupational class 466  
 occupational labour market (OLM) 291, 329, 330  
 occupational mobility 64, 413  
 occupational specificity 289–290, 292, 298–299, 319, 320  
 occupational status 60, 62, 63, 64, 464  
 occupation-specific skills 456  
 Ochsensfeld, F. 319  
 OECD 536, 538, 557  
 OED triangle 93–94, 100, 254–255
- Oettinger, G.S. 416  
 OLM countries 332, 336, 338, 340, 342, 343  
 Olneck, M.R. 88  
 Oosterbeek, H. 414–415  
 Openness 434, 435, 439, 442, 443  
 Openness to Experience 428  
 opportunities  
   educational 384, 391, 393, 394, 395, 398, 402  
   employment 203–204, 204  
   equal 95, 96, 567  
   for human and cultural capital 97  
   and meritocracy 91  
 opportunity costs 59, 411  
 output, *see* CIPO model; performance  
 Owens, J.S. 356
- Page, L. 158–159  
 Pakistan 506  
 Palardy, G.J. 581  
 Palme, M. 226–227  
 Palmer, C.L. 468  
 panel data analysis 134, 136–137, 142–148, 149  
 parallel-test reliability 123  
 parametric transition rate models 140–142  
 parenting styles 508  
 parents  
   educational background 60, 64, 178–179, 181, 183  
   education of 37, 41, 43, 336, 337  
   elite 96, 97  
   and gender-stereotyped ability 202  
   and home learning environment 237–238  
   income 41, 42  
   and investment in education 509  
   occupational status 64  
   and prestige 42  
   and resources and selection processes 26, 27, 28, 233–234, 235–236  
   and risk aversion 354, 360  
   and school composition 357  
   SES 233, 234, 237–238, 239–240, 241–243, 245, 359  
   social production functions of 352  
   status
- Park, H. 295, 466  
 Parker, J.W. 357  
 part-time work 197, 198, 199  
 path dependency 207  
 PATHS curriculum 441  
 Patrinos, H.A. 466–467  
 pay 198, 205–206; *see also* income  
 PBC (perceived behavioural control) 58, 61, 64  
 peer effects 77–78, 273  
 Peracchi, F. 466

- performance 106–107, 110, 112, 113, 255,  
270–271, 541–542, 544  
and effects of hurricanes 164–165  
and large-scale assessments 536  
*see also* achievement; attainment
- period effects 133
- permeable systems 207
- Perry Preschool programme 23, 161–162, 240,  
441, 584
- personality traits 27, 45, 354, 358–359, 360,  
442–444
- Peru 369
- Pfeffer, F.T. 39, 40, 225, 279
- Pfeiffer, F. 466
- physical well-being 348, 350, 351, 352, 353, 354,  
361
- PIAAC (Programme for the International  
Assessment of Adult Competencies) 375,  
378, 431, 432, 440, 469, 539  
and Big Five 436  
and cognitive skills 459, 489
- PIAAC-L 431, 436
- Piaget, J. 113
- piecewise constant exponential (PCE) model  
141
- Pilz, M. 291
- PIRLS (Progress in International Reading  
Literacy Study) 48, 225, 367, 539, 579
- PISA (Programme for International Student  
Assessment) 48, 115, 116, 224, 225, 391,  
536  
assessment at the end of secondary level 539  
and economic inequality 579  
and effect of support for students 567  
established by OECD 538  
and Germany 554–556, 565  
and HISEI 547  
and mathematics 486, 487  
and motivational orientations 544  
and reading 546  
and Turkish students 504
- Pischke, J.-S. 165, 414, 462
- Plank, S.B. 138, 140, 142
- Plug, E. 333
- Poland 188, 286, 288, 334, 504
- political mobilization 175
- political participation 468
- Pollak, R. 182, 311, 313
- Popper, K.R. 12
- Portes, A. 506
- Portugal 286, 287, 288
- positional good 49, 50, 177, 457
- Posselt, J.R. 311
- postgraduate education 311
- postsecondary education 98–100  
postsecondary institutions 182  
poverty 161, 576–578, 579  
Powdthavee, N. 442  
pragmatics of cognition 110, 117  
Prandy, K. 37  
Prenzel, M. 540, 543–544  
preschool education 22, 23, 154–157, 584  
prestige, parental 42  
primary effects of social origin 43–46, 50, 64,  
179, 184, 217, 270  
definition 59, 558  
and RCT 65  
and school performance 255  
and second-generation immigrants 47  
and selectivity 277  
and stratified systems 48  
primary knowledge 111–112  
primary schools 143–144  
private returns 454, 455  
Prix, I. 93, 321  
procedural knowledge 109  
procedural metacognition 113  
productive skills 455–457  
product limit estimator (PLE) 139, 140  
professional knowledge 369–370  
professional learning communities 353  
Project STAR 441  
prospective survey designs 135, 136  
prospect theory 158  
proximal processes 234  
pseudo-survivor functions 139–140  
pseudo-word repetition 119  
psychological tests 122–126  
psychometric perspective 115–116  
psychometric properties 116, 121, 123–124  
psychometric theories 108, 112  
Puhani, P.A. 321  
Pygmalion effect 79
- qualifications 117, 458, 459, 465, 571  
quantitative ability 108  
quasi-experimental designs 223  
quasi-experimental studies 225–226
- race 373–374, 499  
Raftery, A.E. 40, 183  
randomized control trial (RCTs) 421, 445,  
446–447  
rational choice (RC) paradigm 57–65, 197–199,  
361  
rational choice theory (RCT) 58–59, 60, 203,  
217, 309, 352  
RATZ-Index 125  
Raudenbush, S.W. 143, 145  
reading 116–117, 259–260, 370, 544, 545, 546

- Ready, D.D. 358  
 Reardon, S.F. 97, 579  
 Reay, D. 315  
 reciprocal relationships 244–245  
 Reeves, A. 100–101  
 Reflected Glory Effect (RGE) 357  
 reformist policies 556, 566–567, 568–569, 573  
 regional areas 80  
 regional labour market 80–81  
 rehabilitation 397  
 Reimer, D. 182, 311, 313, 375  
 relative risk aversion theory 309  
 reliability 123  
 Relikowski, I. 144, 277, 502–503  
 replication 166  
 residential segregation 580–582  
 retest reliability 123  
 retrospective data collection 135–136  
 returns on investment 62  
 returns to education 22, 454–470  
 reverse causality 477, 482  
 Reynolds, D. 78  
 Reynolds, J. 92  
 Ridgeway, C.L. 199  
 Riegle-Crumb, C. 198, 505  
 right-censored episodes 138–139, 140, 141, 142  
 Riphahn, R.T. 226  
 risk aversion 354, 360  
 Rivera, L.A. 100, 101  
 Rockoff, J.E. 369  
 Roemer, J.E. 35, 214  
 Roex, K. 92–93  
 Roksa, J. 40, 321–322  
 Roloff-Henoch, J. 374, 375–376  
 Romania 227  
 Roth, T. 226  
 Rotman, A. 49–50  
 Royer, H. 467  
 Ruber, I.E. 414  
 Rubin, D.B. 156  
 Rudolphi, F. 39, 44  
 Ruggera, L. 38  
 Rumberger, R.W. 581  
 Russia 372, 504  
 Ryan, P. 333
- Sadler, P.M. 370  
 ‘safety net’ effect 464  
 Sameroff, A. 236–237  
 sampling 543–544  
 Sanbonmatsu, L. 582  
 Sandefur, G.D. 466  
 Scagni, A. 221  
 Scandinavian countries 583; *see also* Denmark;  
     Finland; Norway; Sweden
- Scarr–Rowe hypothesis 73  
 Scharf, J. 296  
 Scheepers, P. 468  
 Schiener, J. 414  
 Schlicht-Schmalzle, R. 291  
 Schneider, T. 138, 140, 416  
 Schnotz, W. 115–116  
 school climate 355, 358  
 school grades 126–127  
 schooling 94, 100, 110  
     and competencies 115  
     and earnings 165, 463  
     and IEO 215–217, 227  
     improvements 487–488  
 schools 64, 74, 76, 77, 78–79, 95–98  
     and class size 162–163  
     composition 347, 351, 357  
     and contextual effects 355–359, 360  
     culture 353  
     and dropout rates 138, 140  
     as equalizers 253–265  
     full-time 554–556  
     grades 433, 434  
     grammar 163  
     and length of school year 165  
     primary 143–144  
     secondary 61–63  
     special 401  
     and student choices 163–164  
     and tracking 219–228  
     transfers 147  
     vouchers 159–161  
 school-to-work transition 289, 297–299  
 Schultz, Theodore 454  
 Schwartz, H.L. 582  
 sciences and humanities divide 196  
 screening models 457  
 secondary education 61–63, 178, 183, 184, 188,  
     218, 442–444  
     and educational inequalities 182–183, 186  
     and gender segregation 193, 194–195, 207  
 secondary effects of social origin 27–28, 43–46,  
     47, 48, 50–51, 59–60, 64, 187, 270  
     definition 179, 558–559  
     and gender inequalities 184  
     and OED triangle 255  
     and selectivity 274, 277–278  
 secondary knowledge 111, 112  
 secondary schools 64, 180, 187  
 Second International Mathematics Study  
     (SIMS) 537  
 Second International Science Study (SISS)  
     537  
 Segeritz, M. 504  
 segmented assimilation 510, 511, 514

- segregation 260, 402, 580–582  
   gender 193–207, 297, 312, 323  
   and special education 393–394, 396, 397,  
     398–399, 401, 402  
 Seidel, T. 540, 543–544  
 selectiveness 310–311  
 selectivity 273–274, 277–278, 279  
 self-control 442  
 self-efficacy 400  
 self-esteem 400  
 self-fulfilling prophecies 351–352, 357, 358, 359  
 self-reports 125, 127  
 self-selection 460, 503  
 Selz, M. 39  
 semi-modularity of frames 349–350  
 Sen, Amartya 88  
 service classes 178, 179, 180, 183  
 Shadish, W.R. 154  
 Shager, H.M. 166  
 Shanahan, M.J. 26  
 Shauman, K.A. 321  
 Shavit, Y. 38, 175, 182, 186, 290, 298, 310, 464  
 Shin, N. 137, 139  
 Siegert, M. 226  
 signalling theory 319–320, 331–332, 457  
 simultaneity 78  
 Singapore 92, 489  
 Skaggs, S. 205  
 skill formation 446  
 skills 469, 489–491  
   general and specific 290  
   national formation systems 291–292  
   productive 455–457  
 Skopek, J. 277  
 Slegers, P. 356  
 Slovakia 286–287, 389  
 Slovenia 466  
 Smith, A. 348, 454  
 Smyth, E. 296, 297  
 SN (subjective norms) 57, 58, 61, 64, 65  
 social action 5  
 social approval 201, 348, 350, 351, 353, 354, 361  
 social background 39, 64, 65, 76, 544, 547, 548  
 social capital 65, 509–510  
 social class 42, 60, 94, 309, 359  
 social closure 458  
 social cohesion 468  
 social competencies 27  
 social composition effects 351, 356  
 social contexts 69–82  
 social differentiation 313, 315–316  
 social facts 6, 10, 11, 13  
 social hierarchy 41  
 social inequality 27–28, 253–254, 255–256, 264,  
   399, 585  
   and adult learning 29  
   and disabled youth 402  
   and educational attainment 299  
   and VET 294  
 socialization, past 200–201, 206  
 socialization function 467, 468  
 social mobility 62, 63, 93, 96, 177, 264, 350  
   downward 40–41  
   and higher education 310  
   intergenerational 58, 94, 411, 512–513  
 social networks 509–510, 511  
 social origin 26, 27–28, 35, 36–51, 59–60, 156,  
   178–183  
   and educational attainment 76, 158–159, 225,  
     226, 254–255, 263  
   and educational policies 559–560  
   and field of study 312–314, 316–318, 322  
   and modernization theory 177  
   of teachers 374–375  
   and VET 336, 337, 338  
 social production function (SPF) theory 348,  
   350, 352, 353–354, 361  
 social production functions 347–355, 358  
 social redistribution 585  
 social returns 454–455  
 social selectiveness 310  
 social status 37, 58, 62, 65, 156, 158; *see also*  
   socioeconomic status (SES)  
 social stratification 308, 309  
 socioeconomic background 47; *see also*  
   socioeconomic status (SES)  
 socioeconomic life course 93–94  
 socioeconomic mobility 93, 96, 264  
 socioeconomic status (SES)  
   and achievement 254–255, 256–261, 264, 356,  
     391  
   and communities 244  
   and compensatory advantage 262, 263  
   and early childhood education 584  
   and gender 207  
   and growth curve model 143, 144  
   and health 583  
   and higher education 311, 323  
   of migrants 505  
   of parents 233, 234, 237–238, 239–240,  
     241–243, 245, 352  
   and residential and school segregation 580  
   school's average 581  
   of teachers 374–375  
   and tracking 214, 216–217, 224, 225, 226, 227  
 socio-emotional skills 427–447, 456, 460  
 SOEP (German Socio-Economic Panel Study)  
   432, 445  
 Solga, Heike 89  
 Solon, G. 462–463

- Sonderschule* 398; *see also* special schools  
 Sondheimer, R.M. 468  
 Sørensen, A.B. 370–371, 393  
 sorting bias 462  
 Soskice, D. 290  
 Southern Europe 330, 335–336, 336, 338, 340, 342  
     and educational health inequalities 583  
     and special schools 402  
     and VET 343  
     *see also* Italy; Spain  
 South Korea 466  
 Spain 39, 286, 287, 288, 298, 322  
 spatial context 74  
 spatial segregation 580–582  
 special education 392–394, 395–397, 398–399, 400  
 special educational needs (SEN) 383, 384, 385–390, 393, 394–395, 401  
 Special Education Association (*Verband deutscher Sonderpädagogik*) 397  
 special schools 389–390, 397, 398–399, 402  
 specific skills 290, 456–457  
 Spence, M. 457  
 Spletzer, J.R. 414  
 split-half reliability 124  
 sponsorship 410  
 Spruietsma, M. 158  
 stable unit treatment value assumption (SUTVA) 156–157, 415  
 Stafford, F.P. 244  
 Standard International Occupational Prestige Scale (SIOPS) 37  
 standardization 48, 274–275, 278–279, 289, 290  
     of input 274, 275  
     of output 274, 275  
 standardization phase 123  
 status 37, 42, 43, 58, 60, 62, 65, 156  
     and educational decisions 158–159  
     occupational 63, 64  
 status group theory 177  
 status maintenance 58, 60, 62, 63, 64  
 Steinmetz, S. 297  
 STEM 195, 198, 200, 207  
 stereotypes 199, 200  
 stereotype threat theory 158  
 stigmatization 400, 401, 402  
 stimulating activities and materials 237–238, 239  
 stratification 89, 181, 185, 228, 268, 269, 272–273, 275–277  
     and career mobility 298–299  
     in higher education 308, 309, 311, 316–318, 322, 323  
     and inequalities 48, 180, 279–280  
     and special education 392, 393  
     and VET 289, 290  
 structural equation modelling (SEM) 75  
 structuralist explanations 458, 501–507  
 Stuber, J.M. 315  
 subcomponents 117  
 sub-Saharan Africa 372  
 success 26, 440, 566–567, 568, 569  
 summer learning 144, 145–146, 216, 254, 256–260, 264  
 Sun, Y. 504, 509  
 Supic, Novica 95  
 support for students 567, 568–570, 573  
 support school (*Hilfsschule*) 396  
 survey experiments 163–164  
 Survey of Health, Ageing and Retirement in Europe (SHARE) 583  
 survivor functions 139  
 Sustainable Development Goals (SDGs) 484–485  
 Sweden 38, 39, 43, 198, 226–227, 258–259  
     and adult education 417, 418, 419–420  
     and higher education 310, 312, 323  
     and VET 286, 300, 330, 340  
 Switzerland 159, 183, 226, 582, 583  
     and VET 203, 286, 287–288, 292, 335, 336, 342–343, 442  
 Sykes, B. 506  
 system justification theory 98  
  
 tacit knowledge 113  
 Taiwan 183  
 talent 556, 558, 559–560, 561–563, 565–567, 568–571, 572, 573  
 target groups 542  
 Teacher Education and Development Study-Mathematics (TEDS-M) 373, 539  
 teachers 78, 79, 158, 354, 365–378, 543, 580  
     expectations of students 357, 358, 359, 360  
     judgements 124–125, 126  
     recommendations 20–21  
     and social production functions 353, 358  
 teaching quality 350, 351, 355, 375, 376  
 Teddlie, C. 78  
 temporal context 73, 74  
 Tennessee Student–Teacher Achievement Ratio (STAR) project 162–163  
 Tenret, E. 92  
 tertiary education 49, 138, 182, 188, 193, 398–399; *see also* colleges; higher education; universities  
 tertiary educational institutions 182; *see also* colleges; universities  
 tertiary effect of social origin 28

- tests 106, 540, 541, 542–543, 544, 545, 549; *see also* large-scale assessments
- test scores 479, 483
- Thaning, M. 314
- Thapa, A. 355
- Thelin, M. 163–164
- Thiel, H. 443
- Thomas, K.J.A. 506
- Thompson, J. 311, 508
- Thomsen, J.-P. 311, 313, 315
- Thurrow, L.C. 457
- Tienda, M. 182, 311
- Tillman, K.H. 137–138
- time, parental 237, 239
- time trends 465–467, 469
- TIMSS (Trends in International Mathematics and Science Study) 48, 536, 537–538, 539, 579
- Tjaden, J.D. 296, 503
- Todd, P. 442
- Tomaskovic-Devey, D. 205
- Torche, F. 311
- TPB (theory of planned behaviour) 57–58, 60, 61, 64, 65
- tracking 20–21, 144, 216–217, 219–228, 274, 276, 277, 394
- training, adult 408–422
- trait activation theory (TAT) 434
- Tranow, U. 354
- transition counselling 568
- transition rate models 137, 148
- transition risk 141
- transitions, educational 20, 24–28, 76, 182, 272, 356, 361, 421
- and Big Five 435
  - and immigrants 273, 277, 357
  - and neighbourhoods 80
  - and parents 359
  - and performance 270–271
  - and rational choice 352, 361
  - and secondary effects of social origin 179
  - and SES 262, 264
  - and socio-emotional skills 434
  - and standardization 279
  - and stratification 269
  - and teacher expectations 358, 360
- Treiman, D.J. 37, 177
- Triventi, M. 49, 225, 313, 322
- Trow, M. 308
- Tsai, S.-L. 183
- tuition fees and universities 165
- Turkey 441–442, 447, 504, 506
- Turkish immigrants 502–503
- Tversky, A. 45
- twins 72–73
- unemployment 80–81, 298
- unemployment protection 291
- unified systems 48
- United Kingdom (UK)
- and class 43
  - and educational attainment 287
  - and educational inequalities 182
  - and longitudinal data 134
  - and occupational class 466
  - and postgraduate education 311
  - and returns to education 463
  - and self-awareness of academic ability 61–62
  - and social background and education 39
  - and teachers 372
  - unemployment 298
  - and VET 286, 300, 330, 333, 335, 336, 340, 342
- United Nations 484–485
- United States (US) 372
- and adult education 416, 417, 418, 419–420
  - and African-American pupils 61
  - economy 491–492
  - and effect of marriage on children's performance development 145
  - and effects of hurricanes 164–165
  - ethnic minorities 504, 505, 508–509, 510, 511–512
  - and field of study 313
  - and gender segregation 207
  - and gender wage gap 321–322
  - and higher education 311, 315
  - ILM 329
  - and immigrants 482–483
  - immigrants 502, 506
  - and income inequality 578–579
  - and intergenerational ties in educational institutions 65
  - and lifelong learning 414
  - and longitudinal data 134
  - and maths performance 369
  - and meritocracy 92, 99–100
  - 'Moving to Opportunity' (MTO) experiment 582
  - No Child Left Behind (NCLB) Act 575
  - Perry Preschool programme 23, 441
  - preschooling 584
  - and reading knowledge 370
  - and returns to education 464
  - and school transfers 147
  - and school vouchers 160
  - and SES achievement gaps 257–258, 260, 261, 264
  - and social background and education 37, 38, 39, 40
  - and socio-emotional skills 442

- and teachers 373
- teachers 374, 376
- and VET 293, 333
- voter turnout rates 468
- welfare-to-work programmes 576
- universities 49, 138, 165, 311–312, 316–318, 442
- universities of applied sciences (UAS) 64
- university entrance qualification 63; *see also*
  - Abitur*
- utility 197, 348, 351
- validity 123–124, 125
- Vallet, L.-A. 39
- value-added models (VAMs) 143, 366–368, 377
- van de Werfhorst, H.G. 47, 48, 198, 207, 298, 299, 309–310, 314, 455, 464, 465, 466
  - and socialization function 467, 468
- van der Velden, R. 333, 464
- van Ewijk, R. 158, 356
- Varieties of Capitalism (VoC) approach
  - 290–291
- Veerman, G.-J.M. 505
- verbal intelligence 109
- Vergolini, L. 182–183
- vertical differentiation 459
- Veum, J.R. 414
- Vietnamese students 510, 512
- vocabulary development 119, 120
- vocational education and training (VET) 50, 202, 284–303, 329–344, 431, 435, 456–457
  - and disabled youth 398, 401
  - and gender segregation 196
  - see also* apprenticeships
- vocational enrolment 203
- vocationalism 285–286
- vocational track 26
- Vogel, E. 92
- vouchers for schooling 159–161
- Wachter, T. von 462
- wage returns to education 464–465
- wages 205–206, 321, 459–460, 466–467; *see also* income
- Wagmiller, R.L. 145
- Walberg, H.J. 350
- Warikoo, N.K. 99–100
- waves 136–137, 148, 149
- Weber, Max 4, 5, 499
- Wei, T.E. 158
- Weinert, F.E. 115
- Weinert, S. 114
- Weiss, F. 417
- welfare state 187
- welfare-to-work programmes 576
- well-being 348, 350, 351, 352, 353, 354, 361
- Werder, M. von 227
- Western Europe 583; *see also* Europe
- Western European OLM countries 335
- West, M.R. 442
- West Germany 177, 313, 376, 466
- Westphal, A. 374–375
- White, M.J. 505
- Wiederkehr, V. 98
- Willis, P. 187
- Windolf, P. 177
- Winkelmann, R. 333
- Wisconsin Model 350
- within-country designs 223–224, 226–227
- Witte, J.C. 333
- Woessmann, L. 225, 300, 369, 477, 478–479, 490
- Wolbers, M.H.J. 464
- Wolter, F. 414
- women
  - and educational attainment 184–185
  - and educational participation 21, 187
  - and formal adult education 30
  - and gender wage gap 205–206, 321
  - and labour market opportunities/workforce participation 185–186
  - and social background and education 39
  - and social origin 46, 51
  - and STEM fields 200
  - and teaching 372
  - and VET 296
  - working class 188
- working careers 298, 300, 319, 463
- working classes 179, 180, 181, 183, 188, 315
- working time 460
- work-specific skills 465
- World Bank 175
- Wright, D.L. 358
- Wright, E.O. 37
- Xian, H. 92
- Xie, Y. 353, 512
- Yair, G. 96, 97–98, 101
- Yazililas, D. 296
- Young, M. 88, 89, 90, 98
- Young Lives 134
- youth labour market integration 299
- youth unemployment 298, 299
- Zangger, C. 582
- Zavalloni, M. 45
- Zhang, W. 442
- Zhou, M. 510, 511, 512

