STREAM 4

Istruzione e disuguaglianze educative

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Ideas about merit, ability, equal opportunity, and the purposes of education shape educational policies and practices. This stream examines how such ideas are translated into policies, institutional practices, categories, measurements, and indicators—and how these translations may reveal, challenge, or legitimize inequalities.

The stream addresses the causes, mechanisms, and consequences of educational inequalities across the life course by connecting macro-level institutions and policies, meso-level organizational processes within schools and other educational settings, and micro-level resources, interactions, expectations, and choices involving students, families, teachers, and peers.

We welcome theoretically informed and empirically rigorous contributions from across methodological traditions. Theoretical and methodological papers are also encouraged.

Suggested Topics:

- education systems and institutional features such as tracking, standardization, school choice, differentiation, and accountability;
- cross-national and historical comparisons of educational inequalities and their institutional drivers;
- evaluation of educational policies and interventions, including their distributional and unintended effects;
- socioeconomic, gender, and migration-related inequalities in educational participation, achievement, transitions, and attainment;
- territorial disparities in educational provision, opportunities, school composition, and outcomes;
- organizational processes and the role of school leaders, teachers, families, and peers;
- early childhood education and care: inequalities in access, participation, quality, and subsequent trajectories;
- higher education: unequal access, institutional and field-of-study differentiation, persistence, completion, and returns.

We particularly welcome contributions that examine concepts and measures, identify mechanisms, and assess how institutions and policies shape inequalities across contexts and educational stages.