



EQUALSOC PUBLICATIONS

INTRODUCTION

EQUALSOC is a Network of Excellence uniting almost 500 researchers from European universities and research institutes, and cooperating with scholars based at non-European centers. The core objective of the network is to mobilize expertise across the European research community to explore in a rigorous way the implications of the increasingly knowledge-intensive pattern of economic growth for the strength of social cohesion in the European Union and its member states. It is concerned with both the relational and attitudinal dimensions of social cohesion: the extent of social connectedness on the one hand and the sense of common membership of society on the other. The setup of partner institutes provides for important problems being investigated by researchers from different disciplines, thus providing for a broad cross-disciplinary analysis of these problems. The research of the network makes and will make a major contribution in integrating and developing the evidence base available to policy makers. Below we present publications authored and co-authored by EQUALSOC members during the first three and a half years of network's activity. More information about EQUALSOC can be obtained from the website: www.equalsoc.org. ★

Books

- ★ **BLOME, A., KECK, W. AND ALBER, J. (2008). GENERATIONENBEZIEHUNGEN IM WOHLFAHRTSSTAAT. LEBENSBEDINGUNGEN UND EINSTELLUNGEN VON ALTERSGRUPPEN IM INTERNATIONALEN VERGLEICH. VS-VERLAG, WIESBADEN.**

This study looks at intergenerational exchanges in different kinds of (Western European) welfare regimes, focusing on four interlinked issues:

- a) the support package provided by the welfare state to different age groups (social generations), its value and its composition (financial or in kind);
- b) the kind, amount and direction of financial and instrumental support provided across and between generations in families in the various welfare state contexts;
- c) whether there is a substitution, crowding out or crowding in effect between intergenerational support in families and intergenerational support in society through the welfare state;
- d) whether indicators of intergenerational conflict in society may be detected and in which fields. The analysis focuses on four areas:
 - 1) state pension benefits and the income situation of older persons;
 - 2) public long-term care provisions and the care arrangements for frail elderly;
 - 3) direct and indirect family allowances and family income situations;
 - 4) state-supported care services for children and its impact on mother's employment.



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- ★ **BRUGGEMAN, J. (2008) SOCIAL NETWORKS (TEXTBOOK). ROUTLEDGE.**

This textbook is an overview of recent research in social networks. It includes a substantial section on social cohesion and cooperation, which was developed partly under SOCCULT by consulting advice and feedback from various EQUALSOC partners.

- ★ **DE BEER, P. AND KOSTER, F. (2009). STICKING TOGETHER OR FALLING APART. INDIVIDUALIZATION, GLOBALIZATION, AND SOLIDARITY. (FORTHCOMING WITH AMSTERDAM UNIVERSITY PRESS).**

There is a widespread believe that solidarity is declining due to societal changes such as individualization and globalization. This book aims at empirically investigating to what extent such threats are found in reality using longitudinal and cross national data. The main finding is that developments have been less clear-cut than generally assumed and that solidarity has not disappeared because of individual-

zation and globalization. Finally, the book discusses the consequences of these outcomes for the future of the welfare state.

- ★ **ESPING-ANDERSEN, G. (2009). THE UNFINISHED REVOLUTION. WELFARE STATE ADAPTATION TO WOMEN'S NEW ROLES. (FORTHCOMING WITH POLITY PRESS, CAMBRIDGE).**
- ★ **FAHEY, T., RUSSELL, H. AND WHELAN, C.T. (EDS.) (2008). QUALITY OF LIFE IN IRELAND: SOCIAL IMPACT OF ECONOMIC BOOM. SPRINGER.**
- ★ **GALLIE, D. (ED.) (2008). EMPLOYMENT REGIMES AND THE QUALITY OF WORK. OXFORD UNIVERSITY PRESS.**



- ★ **GHYSELS, J. AND DEBACKER, M. (EDS.) (2007). ZORGEN VOOR KINDEREN IN VLAANDEREN: EEN DAGELIJKE EVENWICHTSOEFENING? ACCO, LEUVEN.**

This volume presents the results of a wide array of analyses based on the Flemish Families and Care Survey (FFCS). It details the various work and care arrangements that exist among Flemish families. Furthermore, it relates the work and care arrangements to parental choices and the limitations that parents experience when trying to realize their choices, especially educational credentials and income. The latter also prove to be decisive for a particular subset of parents, those with children with a handicap. Depending on the economic and social resilience of the parents, children with a handicap live clearly different lives, with children from less wealthy household being institutionalised to a larger extent. In fact, this last observation applies equally for many other children, because the book also reveals that child well-being in general is closely linked to the socio-economic background of the family.

- ★ **ROLFE, M. (2009). VOTING TOGETHER: A SOCIAL THEORY OF VOTER TURNOUT. (FORTHCOMING WITH UNIVERSITY OF CHICAGO PRESS.)**

This book provides a new social theory of political participation that simultaneously addresses the two core questions of voter turnout. The formal literature on voter turnout has long sought to understand why rational, self-interested actors would ever vote in an election in which no single voter could influence the outcome. The empirical literature seeks to explain why some people (e.g., college-degree holders, regular church-goers and citizens in national as opposed to local elections) vote more often than others. This book shows that a new, carefully constructed answer to the first question leads to a dramatically revised response to the second. Voting Together treats political participation as a socially defined practice instead of an individual choice over personal payoffs. Building from this alternative to the rational choice paradigm, the social theory of participation shows how potential voters who move in larger social circles, particularly those including politicians and other political actors, are most influenced by the flurry of electoral activity prodding citizens to vote and increasing political discussion.



- ★ **SALVERDA, W., NOLAN, B. AND SMEEDING, T.M. (EDS.) (2009). THE OXFORD HANDBOOK OF ECONOMIC INEQUALITY. (FORTHCOMING WITH OXFORD UNIVERSITY PRESS).**

The Oxford Handbook of Economic Inequality presents a new and challenging analysis of economic

inequality, focusing primarily on economic inequality in highly developed countries. Bringing together the world's top scholars this comprehensive and authoritative volume contains an impressive array of original research on topics ranging from gender to happiness, from poverty to top incomes, and from employers to the welfare state. The authors give their view on the state-of-the-art of scientific research in their fields of expertise and add their own stimulating visions on future research. Ideal as an overview of the latest, cutting-edge research on economic inequality, this is a must have reference for students and researchers alike. The volume also links to a website full of further reading and methodological annexes to assist with further research in the field.



- ★ **SARACENO, C. (ED.) (2008). FAMILIES, AGEING AND SOCIAL POLICY. INTER-GENERATIONAL SOLIDARITY IN EUROPEAN WELFARE STATES, EDWARD ELGAR.**

This book includes 13 chapters which from different perspectives and using a varieties of sources, and often comparatively, address how generations in family keep in contact and exchange support, with particular regard to the impact of divorce both in the parental and in

the child generation as well as to the impact of other individual and family crises such as unemployment or the birth of a new child. Also the thesis generous welfare states might risk crowding out intergenerational solidarity is discussed (and disconfirmed). Three chapters also address the issue of maintaining intergenerational solidarity in migrant families and differences in the redistributive patterns of migrant and autoctonous intergenerational chains. The book is the outcome of a collaboration between the EQUALSOC group and other European scholars who are working in the field. The chapters authored or co-authored by members of the EQUALSOC (8 out of 14) are the following:

- Saraceno, C., Introduction. Intergenerational relations in families. A micro-macro perspective, 1-19.
- Kohli, M. and Albertini, M., The family as a source of support for adult children's own family projects. European varieties, 38-56.
- Poggio, T., The intergenerational transmission of home ownership and the reproduction of the familialistic welfare regime, 59-87.
- Sarasa, S. and Billingsley, S., Personal household care-giving from adult children to parents and social stratification, 123-146.
- Keck, W., The relationship between children and their frail elderly parents in different care regimes, 147-169.
- Kalmijn, M., The effects of separation and divorce on parent-child relationships in ten European countries, 170-193.
- Albertini, M. and Saraceno, C., Intergenerational contact and support: the long-term effect of marital instability in Italy, 194-216.
- Attias-Donfut, C. and Wolff, F.-C., Patterns of intergenerational transfers among immigrants in France: a comparative perspective, 259-284.



- ★ **SCHNEIDER, S.L. (ED.) (2008). THE INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED-97). AN EVALUATION OF CONTENT AND CRITERION VALIDITY FOR 15 EUROPEAN COUNTRIES. MZES, MANNHEIM.**

The availability and validity of cross-nationally comparable measures of education-related concepts, especially educational attainment,

are an important condition of international statistical reporting on education as well as cross-national social research. The International Standard Classification of Education (ISCED-97) is a cross-national classification framework for harmonising educational programmes and qualifications, the first version of which was developed by the UNESCO in the 1970s. It has been extensively used for international statistical reporting e.g. by the OECD and increasingly also for measuring educational attainment in cross-national surveys, e.g. the European Union Labour Force Survey (EU-LFS), the Programme for International Student Assessment (PISA) and the European Social Survey (ESS). Nevertheless, to date it has not yet been thoroughly evaluated. In this book, country experts from all parts of Europe evaluate the application of the ISCED-97 to national educational qualifications in 15 European countries: the Netherlands, Germany, France, Spain, Italy, Slovenia, Bulgaria, Hungary, the Czech Republic, Poland, Estonia, Finland, Sweden, the UK and Ireland. An introductory chapter introduces the ISCED-97 in some detail and synthesizes the results from the country chapters. Each country chapter starts out with a description of the respective country's educational system, including the most important past reforms. Then, the OECD's and Eurostat's assignment

of ISCED categories to country-specific educational qualifications is described and evaluated. The authors finally validate the distribution of educational attainment as measured by the ISCED-97 found in the EU-LFS with distributions they individually derive from national education variables in national (usually labour force) surveys. With respect to the reproducibility of the ISCED distributions found in the EU-LFS by recoding „indigenous“ education variables in national data sets, the results are positive overall, but with some exceptions. The core problems in the application of the ISCED-97 lie elsewhere. They can be divided into three areas: 1) conceptual limitations of the ISCED-97 itself, 2) difficulties in the application of the ISCED to actual educational qualifications in the countries, and 3) constricted implementation in cross-national surveys. The final chapter puts forward some suggestions on how progress in the measurement of educational attainment for cross-national research could be made. The suggestions involve 1) the refinement of the ISCED-97 in a future revision, 2) the enhancement of nationally specific measures of educational attainment, and 3) the amelioration of coding procedures in cross-national surveys. ★

SPECIAL ISSUES OF JOURNALS

★ **ATYPICAL EMPLOYMENT AND WELFARE REGIMES. SPECIAL ISSUE OF THE EUROPEAN SOCIOLOGICAL REVIEW. (FORTHCOMING IN 2009).**

Contents:

- Barbieri, P. and Scherer, S., Labour market flexibilisation and its consequences in Italy.
- Luijckx, R. and Wolbers, M.H.J., The effect of employment instability at labour market entry on subsequent career mobility in the Netherlands.
- Giesecke, J., Socio-economic risks of atypical employment relationships. Evidence from the German labour market.
- Gebel, M., Fixed-Term contracts at labour market entry: individual risk patterns and quality of first job.
- Gash, V., Insider and Outsider Markets: Where Not to Accept a Temporary Contract.



★ **CIVICNESS, EQUALITY, AND DEMOCRACY: A 'DARK SIDE' OF SOCIAL CAPITAL? SPECIAL ISSUE OF THE AMERICAN BEHAVIORAL SCIENTIST. GUEST EDITORS: VAN DETH, J.W. AND ZMERLI, S. (FORTHCOMING IN 2009).**

Contents:

- van Deth, J.W. and Zmerli, S., Introduction.
- van Deth, J.W., Participation in Voluntary Associations: Dark Shades in a Sunny World?
- Zmerli, S., Social Capital and Norms of Citizenship: An Ambiguous Relationship?
- Barbera, F. and Albano, R., Social Capital, Welfare State, and Political Legitimacy.
- García Albacete, G., The Saliency of Political Cleavages and the 'Dark Sides' of Social Capital: Evidence from Spain.
- Igljic, H., Voluntary Associations and Tolerance: An Ambiguous Relationship.
- Roßteutscher, S., Social Capital Worldwide: Potential for Democratisation or Stabiliser of Authoritarian Rule?
- Kaminska, M.E., Bonding Social Capital in a Post-Communist Region.



★ **COMPARING WORK-LIFE CONFLICT IN EUROPE: EVIDENCE FROM THE EUROPEAN SOCIAL SURVEY. SPECIAL ISSUE OF THE JOURNAL SOCIAL INDICATORS RESEARCH. EDITORS: MCGINNITY, F. AND WHELAN, C. (FORTHCOMING IN 2009).**

The papers are all comparative and all use data from a special module of the ESS (www.europeansocialsurvey.org) on work-life balance, which was developed in close co-operation with members of the network of excellence. The special issue offers readers new insights into the interface between work and family life in the new European Union, touching on recent changes in forms of employment and family forms, changes in work intensity, upskilling, debates on time poverty and busyness, on social class, on social comparison, job allocation, gender and motherhood wage penalties and gender differences in the distribution of paid and unpaid labour. The findings from the volume suggest that work-life conflict is more than just a fashionable term: it touches on core issues about the changing nature of work and the role it plays in people's lives.

Contents:

- Gallie, D. and Russell, H., Work-Life Conflict and Working Conditions in Western Europe.
- Steiber, N., Reported levels of time-based and strain-based conflict between work and family roles in Europe. A multilevel approach.
- McGinnity, F. and Calvert, E., Work-life Conflict and Social Inequality in Western Europe.
- Boye, K., Relatively different? How do gender differences in well-being depend on paid and unpaid work in Europe?
- Scherer, S., The Social Consequences of Insecure Jobs.
- Kasearu, K., The effect of union type on work-life conflict in five European countries.
- Gash, V., Sacrificing their Careers for their Families? An Analysis of the Family Pay Penalty in Europe.
- Polavieja, J.G., Domestic Supply, Job-Specialization and Sex-Differences in Pay.

★ **EDUCATIONAL FIELDS OF STUDY IN EUROPEAN LABOUR MARKETS. SPECIAL ISSUE OF THE INTERNATIONAL JOURNAL OF COMPARATIVE SOCIOLOGY (2008). GUEST EDITOR: VAN DE WERFHORST, H.G.**

Contents:

- van de Werfhorst, H.G., Educational Fields of Study and European Labor Markets: Introduction to a Special Issue, 227-231.
- Reimer, D., Noelke, C., and Kucel, A., Labor Market Effects of Field of Study in Comparative Perspective: An Analysis of 22 European Countries, 233-256.
- Smyth, E. and Steinmetz, S., Field of Study and Gender Segregation in European Labour Markets, 257-281.
- Giesecke, J. and Schindler, S., Field of Study and Flexible Work: A Comparison between Germany and the UK, 283-304.
- Ortiz, L. and Kucel, A., Do Fields of Study Matter for Over-education? The Cases of Spain and Germany 305-327.
- Darmody, M., Smyth, E., and Unger, M., Field of Study and Students' Workload in Higher Education: Ireland and Austria in Comparative Perspective, 329-346.
- Duru-Bellat, M., Kieffer, A., and Reimer, D., Patterns of Social Inequalities in Access to Higher Education in France and Germany, 347-368.
- Jackson, M., Luijckx, R., Pollak, R., Vallet, L.-A. and van de Werfhorst, H.G., Educational Fields of Study and the Intergenerational Mobility Process in Comparative Perspective, 369-388.



★ **ETHNICITIES. SPECIAL ISSUE 7:3 (2007).**

Contents:

- Heath, A. and Brinbaum, Y., Explaining ethnic inequalities in educational attainment, 291-304.
- Rothon, C., Can achievement differentials be explained by social class alone? An examination of minority ethnic educational performance in England and Wales at the end of compulsory schooling, 306-322.
- Lutz, A., Barriers to high-school completion among immigrant and later-generation Latinos in the USA: Language, ethnicity and socioeconomic status, 323-342.
- Kristen, C. and Granato, N., The educational attainment of the second generation in Germany: Social origins and ethnic inequality, 343-366.
- Fekjær, S.N., New differences, old explanations: Can educational differences between ethnic groups in Norway be explained by social background?, 367-389.
- Phalet, K., Deboosere, P. and Bastiaenssen, V., Old and new inequalities in educational attainment: Ethnic minorities in the Belgian Census 1991—2001, 390-415.
- van de Werfhorst, H.G. and van Tubergen, F., Ethnicity, schooling, and merit in the Netherlands, 416-444.
- Brinbaum, Y. and Cebolla-Boado, H., The school careers of ethnic minority youth in France: Success or disillusion?, 445-474. ★

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- ★ Baizán, P., and Martín-García, T. (2007). Joint Determinants of Educational Enrollment and First Birth Timing in France and West Germany. *Genus* LXI, 2, 89-117.
- ★ Becker, B. and Diefenbach, H. (2008). Kinder und Jugendliche aus Migrantenfamilien im deutschen Bildungssystem. Erklärungen und empirische Befunde. Wiesbaden: VS Verlag für Sozialwissenschaften 2007. *Soziologische Revue*, 31:2, 194-197.



- ★ Biedinger, N., Becker, B. and Rohling, I. (2008). Early ethnic educational inequality: The influence of duration of preschool attendance and social composition. *European Sociological Review*, 24:2, 243-256.
- ★ Bozzon, R., (2009). Patterns of Women's Labor Market Participation in Italy. (Forthcoming in *Stato & Mercato*).
- ★ Carriero R., Ghysels, J. and Van Klaveren, C. (2009). Do parents coordinate their work schedules? A comparison



of Dutch, Flemish and Italian dual earner households. (Forthcoming in *European Sociological Review*).

- ★ Castro-Martín, T., and Dominguez-Folgueras, M., (2008). Matrimonios sin papeles: perfil sociodemográfico de las parejas de hecho en España según el censo 2001. *Política y Sociedad*, 45:2, 49-71.
- ★ Castro-Martín, T., Domínguez-Folgueras, M., and Martín García, T. (2008). Not Truly Partner-less: Non-Residential Partnerships and Retreat from Marriage in Spain. *Demographic Research*, 18:16, 443-468. www.demographic-research.org/Volumes/Vol18/16
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- ★ Esping-Andersen, G. (2007). Childhood investments and skill formation. *International Tax and Public Finance*, 15,14-49.
- ★ Evertsson, M. and Neramo, M. (2007). Changing Resources and the Division of Housework: A longitudinal study of Swedish Couples. *European Sociological Review*, 23:4, 455-470.
- ★ Fahey, T. (2007). The case for an EU-wide Measure of Poverty. *European Sociological Review*, 23:1, 5-27.
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- ★ Holm, A. and Jæger, M. (2008). Does relative risk aversion explain educational inequality? : A dynamic choice approach. *Research in Social Stratification and Mobility*, 26:3, 199-219.
- ★ Jackson, M., Erikson, R., Goldthorpe, J.H. and Yaish, M. (2007). Primary and Secondary Effects in Class Differentials in Educational Attainment: the Transition to A-Level Courses in England and Wales. *Acta Sociologica*, 50:3, 211-29.
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- ★ Kalmijn, M., Saraceno, C., (2008). A comparative perspective on intergenerational support. *European Societies*, 10:3, 479-508.
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- ★ Letki, N. (2008). Does Diversity Erode Social Cohesion? Social Capital and Race in British Neighbourhoods. *Political Studies*, 56:1, 99-126.
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- ★ Naldini, M. and Saraceno, C. (2008). Social and Family Policies in Italy: Not Totally Frozen But Far From Structured Reforms. *Social Policy and Administration*, 42:7, 733-748.
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- ★ Whelan, C. T., (2007). Understanding the Implications of Choice of Deprivation Index for Measuring Consistent Poverty in Ireland. *Economic and Social Review*, 38:2, 211-234.
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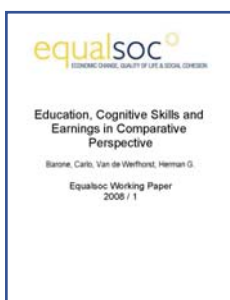
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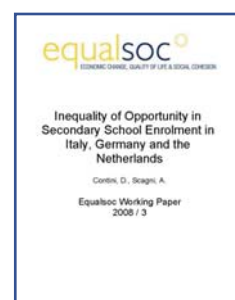
BARONE, C., VAN DE WERFHORST, H.G. (2008). EDUCATION, COGNITIVE SKILLS AND EARNINGS IN COMPARATIVE PERSPECTIVE.



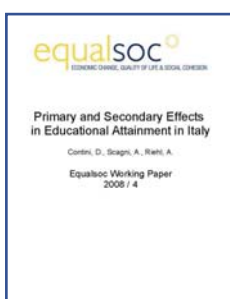
This paper investigates to what extent education is rewarded on the labour market because of the cognitive skills it indicates, using IALS data for the United States, the United Kingdom, Germany and the Netherlands. By empirically distinguishing between general cognitive ability and work-specific cognitive ability, we show that the cognitive component of schooling is larger than anticipated by Bowles and Gintis (2000; 2002). Instead of around 20 percent of the education effect being cognitive, our results indicate that between 23 and 53 percent of the education effect is cognitive, depending on the country and operationalization of cognitive skills. Moreover, it was shown that the relative importance of general versus work-specific cognitive abilities varies systematically between countries, with a larger fraction of the schooling effect being captured by the work-specific component in Germany and the Netherlands than in the US and the UK. This is explained by the different role of schooling between countries. Importantly, controlling for allocative processes related to the industry, organization and occupation of employment was particularly relevant in Germany, which supports the notion that this country is most credentialized.

CONTINI, D., SCAGNI, A. (2008). INEQUALITY OF OPPORTUNITY IN SECONDARY SCHOOL ENROLMENT IN ITALY, GERMANY AND THE NETHERLANDS.

The aim of this work is to evaluate the overall effect of social origins on secondary school track enrolment in Italy, Germany and Netherlands, allowing for consistent cross country comparisons. PISA 2003 is employed. Track choices are assumed to depend on student's ability and social origins; since proficiency before tracking is not observed, ability is not kept under control. Nonetheless, the unconditional social background effect is the quantity of main substantive interest because it represents the total effect of social origins on school choices. Yet, since regression coefficients in logit models are biased even with independent unobserved heterogeneity, comparison across countries are difficult; the average sample derivative of the response probability is employed instead and it is showed to be a valid alternative measure of the total social origins effect. The following issue is also addressed: social origins inequality in secondary school choices may be affected by access restrictions policies, at work in some countries, where enrolment into the more prestigious tracks is subject to binding school recommendations or ability tests. First, we propose a simple theoretical model and we derive that the policy is expected to lower the effect of social origins conditional on ability, although the impact on the total effect can either decrease or increase. Second, by exploiting the institutional differences across German Länder with respect to enrolment policies, we carry out a preliminary empirical analysis within Germany. The main empirical findings are: (i) the total effect of social origins on track choice is weaker in the Netherlands and stronger in Germany, with Italy in between; (ii) within Germany, access restriction seem to weaken the parental background effect.



CONTINI, D., SCAGNI, A., RIEHL, A. (2008). PRIMARY AND SECONDARY EFFECTS IN EDUCATIONAL ATTAINMENT IN ITALY.



The aim of this paper is to provide an assessment of the relative contribution of primary and secondary effects in secondary school choices in Italy. Since prospective longitudinal data on schooling careers are not available for Italy, the analysis is based on the cross-sectional survey Percorsi di studio e di lavoro dei diplomati (ISTAT, 2004), which collects detailed information on individuals educational histories up to three years after the secondary school degree. A major issue to deal with is self-selection, as only secondary school graduates are interviewed. By employing the survey data together with administrative and census information, we derive estimates of the relevant distributions, correcting for selection bias. As lower secondary school final marks are assigned on a 4-level scale (satisfactory, good, very good, excellent), a semi-parametric version of the standard approach is adopted. The empirical evidence is that secondary effects account for a larger proportion of the social origin differential than primary effects; by comparing our estimates with those reported in the recent literature, we derive that the relative contribution of primary effects is substantially weaker in Italy than in the other countries. ★

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