

“Education as resources across the life course”

Friday, March 18, 2022, 10am-12pm

Program:

10:00-10:15 Welcome and updates (Eric Widmer)

10:15-11:15 **Hans-Peter Blossfeld: “Conditions and Consequences of Unequal Educational Opportunities in the Life Course: Results from the Cross-National Comparative *eduLIFE* Project”**

11:15-12:00 Discussion

Venue:

University of Geneva (Uni Mail, room M 5250) or online by zoom (the link will be sent to the participants)

Please register on the link

https://doodle.com/poll/tz88bccd3vxds8sa?utm_source=poll&utm_medium=link

*This event is given in relation with the LIVES’ Cross-Cutting Issue 3 Research Program
“Accumulation of resources and development of vulnerability over the life course”*



Hans-Peter Blossfeld: “Conditions and Consequences of Unequal Educational Opportunities in the Life Course: Results from the Cross-National Comparative *eduLIFE* Project”

Abstract:

This talk will present the main findings of the cross-national comparative *eduLIFE* study (supported by an ERC Advanced Grant), which examined the development of educational inequalities over the life course in 17 industrialized societies. The results first show that educational inequalities in the family environment emerge early in a child's life, and are subsequently fairly maintained before children enter school. Children from less privileged families are the least likely to attend high-quality preschool institutions, and when they do, their gains are only modest and generally too small to effectively offset family influence. When children are in school, the comparative analyses show that socioeconomically advantaged families generally manage to secure the "pole positions" in education for their children, regardless of the organizational features of the school system (tripartite, comprehensive, early or late selection) in different countries. They are more often successful in strategically exploiting the various opportunities offered by different school systems. As women have caught up with and even surpassed men in educational attainment in many countries, the *eduLIFE* project also examined whether women then succeed in catching up with men when they enter the labor market. The results of the comparative *eduLIFE* study show that they do. Finally, cross-national comparisons of adult education over the life course show a strong cumulative advantage: lifelong learning tends to reproduce and even reinforce the outcomes of initial formal education later in adult life.

Biographical note:

Prof., Dr. rer. pol. Dr. h. c. Hans-Peter Blossfeld is Emeritus of Excellence of the Graduate Centre Trimberg Research Academy (TRAc) at the University Bamberg, Germany, since April 2020. He held the Chair of Sociology I at the University Bamberg from 2002 until 2020. In 2012-2017, he was on leave to take over the Chair of Sociology at the Department of Political and Social Sciences at the European University Institute in Florence, Italy. Blossfeld has published 37 books and over 250 articles on life-course research, social inequality, youth, family, educational sociology, labor market research, demography, social stratification and mobility, modern methods of quantitative social research, and statistical methods for longitudinal data analysis. These have been cited more than 34.500 times (H-Index = 76; I10-Index = 280; Google Scholar, September 2021). During his career, Blossfeld has directed several large-scale research projects in the social sciences, among them the European Research Council (ERC) funded project “Education as a Lifelong Process. Comparing Educational Trajectories in Modern Societies” (*eduLIFE*) (2012-2017), the “National Educational Panel Study” (NEPS) (2005-2012), and the cross-national comparative Globalife project (2018-2006).

