

**Convegno SISEC 2020, Torino 30 gennaio – 1 febbraio 2020, Università degli Studi di Torino**

**Sessione 38: Inequality in Academic Achievement: Longitudinal Trends and Contextual Patterns**

More than half a century of research has established profound associations between children's cognitive and academic achievement and standard dimensions of stratification, such as social background, gender, and migration status. However, most of our knowledge on achievement inequality comes from studies adopting a static perspective by looking at single historical periods and life-course stages. This static perspective only provides snapshots of achievement inequality and leaves several substantive questions unanswered: Are social, gender, and migration-related disparities in achievement on the rise? When do these inequalities emerge and how they unfold over individuals' life-courses? What are the primary individual- and contextual-level mechanisms explaining patterns and trends in the evolution of inequality in academic achievement over time? Moreover, most of the longitudinal research on achievement gaps is confined to Anglo-Saxon countries and convey results with only limited generalisability to the heterogeneous European context. Furthermore, while variations of social inequalities in achievement across countries have been studied extensively, less attention has been devoted to within-country heterogeneity, in particular to the way ascribed characteristics affect the development of academic competencies across geographical (regions, neighborhoods) and academic contexts (schools, classrooms). The session invites empirical contributions and the discussion of theoretical and methodological approaches for the description and explanation of patterns and trends of inequalities in educational achievement. Contributions analysing patterns and trends across different contextual settings are particularly welcome.

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