

PROKOP, Daniel. *Dynamika sociálního vyloučení v České republice: Nerovné šance ve vzdělávání*. Praha, 2022. 124 s. Disertační práce (Ph.D.) Univerzita Karlova, Fakulta sociálních věd, Institut sociologických studií. Katedra sociologie. Školitel: doc. Milan Tuček

Abstract

This cumulative thesis contains three papers focused on analysis of inequality of educational opportunity (IOE) and limited educational and social mobility in the Czech Republic. The first article analysis effects of parent's cultural, social, economic and human capital in different educational transitions. In accordance with the theory of effectively maintained inequality (EMI), the parental capitals and social status play the biggest role in accessing secondary education with GCE (high school with diploma) which is precondition to tertiary education. However, detailed analysis shows that poverty and low skills (HC) of parents have biggest effect in early phases of education whereas social, cultural capital and wealth of the parents are drivers of inequality in later transitions. Hence, the EMI theory is not in conflict with life course perspective assuming significant and waning effects of (some) parental capitals. The second paper analyses the relationship between inadequate housing and the school performance of children from poor Czech households. It shows that children (ages 7–12) from low-income households have higher chances of serious problems in school performance if they live in unstable or nonresidential housing, even when controlling for parents' educational attainment and labor activity, family structure and the child's age. The third analyses the association of early childhood education (ECE) and later educational outcomes of Czech socially disadvantaged children. Using multilevel modelling shows children from socially excluded areas are more likely to attend standard types of primary and lower secondary education and take part in upper secondary education, if they had received two or more years ECE. Two and more years of ECE are also associated with a significant increase of 20-25 points in math, science and reading in the age of 15-16 years (PISA). Effects of preschool are significant when controlling for other regional and socioeconomic conditions.