

Overview and introduction

DICE 2022 Final Conference

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The DICE journey

- ORA call announced in March 2017
 - Research in any area of the social sciences involving researchers from two or more participating countries, joint funded by UK, French, German and Dutch research councils + Japanese JSPS as associate partner
- Round 1 proposal successful Nov 2017; Round 2 successful Sept 2018 (€1.1m)
- DICE starts 1st Jan 2019 (intended to run to Dec 2021)
- Team meetings in Paris (Feb 2019), Rotterdam (Sept 2019), Bristol (Feb 2020)
- March 2020 – world turned upside down
 - Online meetings at inconvenient times for those in the US and Japan
- June 2022 – here we are!
 - 1 published working paper, 2 journal articles conditionally accepted, 5 under review (1 R & R'd), 5 at various states of completion

The DICE team

FRANCE	GERMANY (Leipzig)	NETHERLANDS
Lidia Panico	Thorsten Schneider	Renske Keizer
Anne Solaz	Melanie Olczyk	Sanneke de la Rie
Cesarine Boinet	Jascha Drager	UNITED KINGDOM
Franco Bonomi Bezzo	JAPAN	Liz Washbrook
Alex Sheridan	Hideo Akabayashi	Valentina Perinetti Casoni
GERMANY (Bamberg)	Kayo Nozaki	UNITED STATES
Sabine Weinert	Yuriko Kameyama	Jane Waldfogel
Anna Volodina	Chizuru Shikishima	Sarah Jiyeon Kwon
	Jun Yamashita	Yi Wang
	Shinpei Sano	

Plus our wonderful advisory group: Lee Elliot Major, **Harry Ganzeboom**, **Marc Gurgand**, **Heather Joshi**, **Irena Kogan**, **Leontien Pieters**, Olivier Thevenon, and **Susan von Below**. And thank you to Lonnie Berger and Bastian Betthaeuser!

The original plan

- To advance our understanding of disparities in child development by parental SES, operationalized in terms of parental education
- Move beyond single country snapshots - by embedding rich cohort and administrative **data from six countries in a harmonized framework.**
- Moves beyond cross-sectional snapshots - by studying how inequalities develop **between the ages of 3 and 16**
- Conceptualise child development broadly in terms of **cognitive, social/emotional and health outcomes**, recognizing the interplay of multiple spheres of development in childhood.
- Explore **what factors may influence inequalities** and how national context may strengthen or buffer these processes.
- Two papers per year over 3 years:
 - [1] Background paper using ILSA data; [2] Inequalities age 3-4; [3] Inequalities age 5-7; [4] Changing inequalities age 5-7 to 9-11 (**L**); [5] Inequalities age 9-11; [6] Changing inequalities age 9-11 to 14-16 (**L**)

What we have (and haven't) achieved: 10 microdata papers on SES

Countries						Child ages				Outcomes		
FR	GE	JP	NL	UK	US	0-4	5-7	9-11	14-16	Achievement	Socioemotional	Health
X	X	X	X	X	X	X				[INPUTS]		
X	X	X	X	X	X	X						X
X	X	X	X	X	X	X						X
	X			X	X	X					X	
			X	X	X	X					X	
	X		X	X	X		X	X				X
X	X	X	X	X	X		X			X		
	X			X	X		X	X		X		
X	X			X	X		X	X	X	X		
X	X			X	X			X	X	X		

What we have (and haven't) achieved

- Plus one paper looking at gender inequalities and two papers using data from the ILSAs
- Bringing in of new angles not anticipated in the proposal
 - Teacher bias
 - Family structure
 - Inequalities in infancy
- Extensive documentation on harmonisation of variables across datasets that will facilitate exploration of MANY other research questions

What have we found?

Complex picture, still to be digested...

- In some ways, a perhaps surprisingly similar picture across different country contexts (although our advisor Harry Ganzeboom would not be surprised)
- Mechanisms seem to differ more across countries than magnitudes of achievement gaps -> advantage 'finds its way' (Triventi et al., 2019)
- Inequalities rarely, if ever, diminish over the course of childhood
- Often one or two countries – though not always the same ones – stand out from the rest

What else have we learned?

- Our early career researchers are amazing! The future of research on inequalities in childhood is in very safe hands
 - We have all developed considerable harmonisation skills, like writing and adapting code based on a common template -> applicable in other team research contexts
- Bringing together scholars with expertise in different national contexts, and in different disciplines, provides invaluable insights
- Harmonisation is hard and frustrating

What are the policy implications?

- Answer is not simple and perhaps unsatisfying
 - Six data points with a multitude of contextual differences
- But understanding the facts about inequality is important, not just academically but for social change
 - Too much focus on causal policy evaluation narrows the questions we ask and the scope of responses we consider
- How is research to make a difference in reducing inequality? Perhaps by working actively with community partners who can harness findings on inequalities to mobilise action, influence public attitudes and exert pressure for change
 - Do for socioeconomic inequalities what we are seeing in relation to racial and gender inequalities (like BLM, #MeToo, and so on)

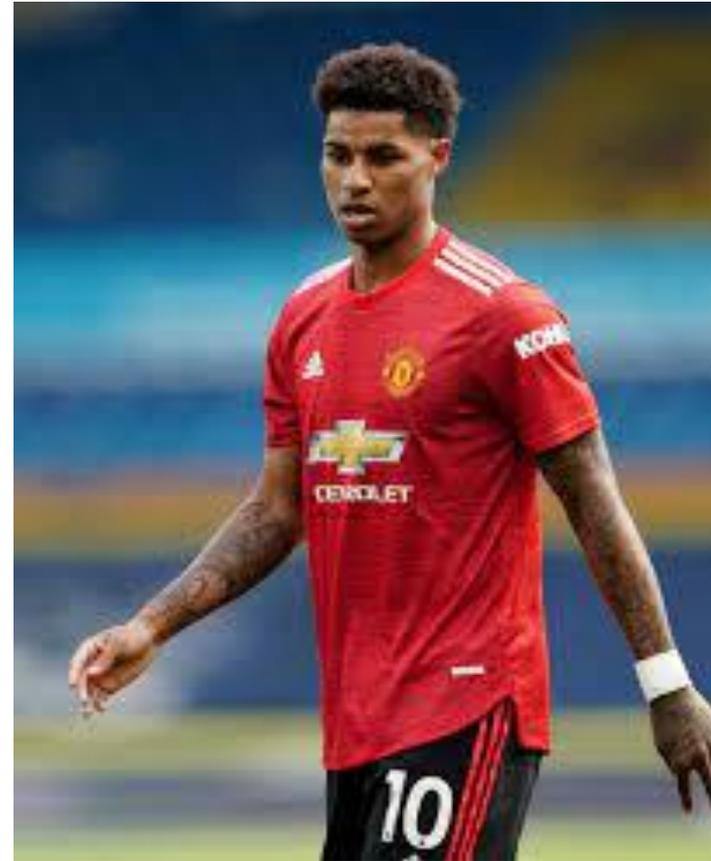
ONE puzzle for further investigation

Who is the bad guy?



Why doesn't inequality in look better in Germany and worse in the US?

Another bad guy ... and a good guy





https://en.wikipedia.org/wiki/Marcus_Rashford#Charity_and_activism