

Reviewing the Causes of Inequality and Suggesting Strategies to Address Them

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Abstract: *The objective of this research project was to examine the factors that contribute to inequality among children and provide methods to reduce its impact. The investigation showed that disparities among children are shaped by an intricate interplay of economic, social, political, and cultural factors. In order to tackle this problem, various approaches were examined, such as focused interventions, comprehensive policies, and initiatives rooted in the community. Through the assessment of the merits and drawbacks of various approaches, it was concluded that a blend of universal policies and focused interventions shows potential in tackling inequality. Nevertheless, the efficacy of these tactics might fluctuate based on contextual factors such as economic development, cultural values, and political systems. The findings of this study have important implications for politicians, practitioners, and researchers. They emphasize the need for a holistic approach that addresses the underlying causes of inequality and promotes fairness and social justice. Policymakers can employ these insights to develop adaptable policies that address the varied needs of children and families. Practitioners can utilize these observations to create efficient programmes and interventions that tackle the various elements that contribute to inequality. Furthermore, these data can be utilized by academics to pinpoint areas where further research is needed and to direct future investigations on inequality, including its origins and its impacts. To tackle inequality among children, it is essential for policymakers, practitioners, and researchers to work together in order to create and execute successful initiatives that foster fairness and social equality. The results of this study offer a helpful tool for furthering these endeavors and tackling the ongoing issue of inequality among youngsters.*

Keywords: inequality among children, economic social and cultural factors, focused interventions, comprehensive policies, holistic approach, fairness and social justice

1. Introduction

Inequality among children remains a pervasive and complex issue that significantly impacts their development and future opportunities. The disparities experienced by children are not only a reflection of their immediate environments but also a consequence of broader systemic factors. The research project titled "Reviewing the Causes of Inequality and Suggesting Strategies to Address Them" aims to delve into these underlying factors and propose actionable strategies to mitigate their effects.

The objective of this study is to comprehensively examine the multifaceted causes of inequality among children (Achdut, 2024). By understanding the economic, social, political, and cultural dimensions that contribute to these disparities, the research seeks to identify effective methods to reduce their impact (Sabbah - Karkabi, 2024). The interplay of these factors creates a complex web of challenges that must be addressed through thoughtful and well - designed interventions. To tackle this problem, the research explores various approaches, including focused interventions, comprehensive policies, and community - based initiatives (Herzberg, Kristal, & Yaish, 2022). Each of these strategies has its merits and drawbacks, which are critically assessed to determine their potential effectiveness in different contexts. The study concludes that a blend of universal policies and targeted interventions holds significant promise in addressing inequality (Sabbah - Karkabi, 2024). However, the success of these approaches is highly dependent on contextual factors such as the level of economic development, prevailing

cultural values, and the political landscape (Herzberg, Kristal, & Yaish, 2022). The findings of this research have important implications for a wide range of stakeholders, including politicians, practitioners, and researchers (Achdut, 2024). For policymakers, the insights gained can be used to develop adaptable policies that cater to the diverse needs of children and families (Herzberg, Kristal, & Yaish, 2022). Practitioners can leverage these observations to design and implement effective programs that address the specific elements contributing to inequality. Additionally, academics can use the data to identify areas requiring further research and to guide future investigations into the origins and impacts of inequality (Sabbah - Karkabi, 2024). To effectively address inequality among children, it is essential for policymakers, practitioners, and researchers to collaborate in creating and implementing successful initiatives that promote fairness and social justice (Herzberg, Kristal, & Yaish, 2022). The results of this study provide a valuable framework for these collaborative efforts, offering a practical tool for advancing efforts to tackle the ongoing issue of inequality among youngsters (Achdut, 2024).

This research underscores the necessity of an integrated and adaptable approach to addressing inequality among children. By combining universal policies with targeted interventions and considering contextual factors, stakeholders can develop more effective strategies to promote equity and social justice (Herzberg, Kristal, & Yaish, 2022). The insights from this study are intended to guide future efforts and foster a more equitable environment for all children.

Child inequality is an intricate and multifaceted problem that has been extensively examined in diverse disciplines, such as sociology, economics, education, and public health. Children from underprivileged families are more prone to facing unfavourable consequences in various areas, including academic performance, health, and social and emotional growth (DiPrete & Fox - Williams, 2021). Inequity persists as a major concern in numerous civilizations, with far-reaching consequences on individuals, communities, and economy. Lately, there has been a growing emphasis among scholars and politicians on examining the factors that contribute to inequality, as well as the outcomes it produces. Additionally, there is a heightened interest in developing effective approaches to tackle this issue. The purpose of this article is to critically examine the existing body of literature on the subject. Multiple researchers have found various elements that lead to inequality, such as discrepancies in income, education, health, and access to resources (Hallaert, 2017; Hollanders, 2015; Wilkinson & Pickett, 2018). These characteristics frequently have interconnections and are strengthened by structural and systemic issues, such as discrimination and institutional biases (Pager & Shepherd, 2017; Williams & Mohammed, 2019).

In order to tackle these difficulties, scholars have put forward many approaches, including policies designed to foster more economic and social parity, such as progressive taxation, allocation of resources towards education and training, and assistance for marginalised populations (Marr & Kim, 2016; Oxfam, 2020). Additional strategies involve tackling institutional biases by promoting greater diversity and participation in decision-making procedures, as well as enhancing access to justice and legal safeguards (Pager & Western, 2020; United Nations, 2015). This article seeks to offer a thorough examination and analysis of the literature on the causes and effects of inequality, along with suggested approaches to tackle it. By examining the intricate and interrelated elements that contribute to inequality, and the wide array of solutions that have been suggested to tackle it, researchers and decision-makers can formulate more efficient approaches to foster increased fairness and societal fairness. The main aim of this scholarly paper is to offer a thorough examination of contemporary material about the origins and outcomes of disparity among children, as well as alternative approaches to tackling this problem. The article covers a wide range of topics, including social, economic, and political factors that contribute to inequality, as well as remedies at the individual, community, and policy levels. The essay utilises a diverse array of studies from multiple disciplines, such as sociology, economics, and political science.

This article aims to be a valuable resource for scholars, policymakers, and practitioners who are working towards promoting greater equity and social justice among children. It does so by conducting a rigorous and comprehensive study of the existing literature. The article seeks to contribute to ongoing discussions and debates about the impact of inequality on children and the most effective strategies for addressing it. It does so by considering the various factors that contribute to inequality and the diverse range of proposed interventions. This article provides a comprehensive analysis of the existing literature on child inequality. Its main objective

is to identify the most urgent concerns and potential strategies to enhance fairness and social equality for all children, irrespective of their socio-economic status or other distinguishing factors.

2. Significance of the Research

The research "Reviewing the Causes of Inequality and Suggesting Strategies to Address Them" holds significant importance as it delves into the multifaceted nature of inequality among children, a critical issue that affects social cohesion and future societal outcomes. By examining the economic, social, political, and cultural factors that contribute to inequality, this research provides a comprehensive understanding of the problem. Its findings are crucial for policymakers, practitioners, and researchers, offering them insights into how to create more equitable conditions for children. The emphasis on a holistic approach to addressing inequality underscores the necessity of integrated efforts across different sectors and levels of governance, highlighting the study's potential to influence policy development, program design, and future research directions.

3. Problem of the Research

The primary problem addressed by this research is the persistent and complex issue of inequality among children. Despite various efforts to mitigate disparities, children continue to face unequal opportunities and outcomes based on their socio-economic background, cultural context, and the political environment. This inequality manifests in various forms, including disparities in education, healthcare, and social mobility, which can have long-term adverse effects on children's development and future prospects. The research aims to identify the underlying causes of these disparities and to evaluate different strategies for reducing their impact, providing a roadmap for more effective interventions.

4. Limitations of the Research

While the research provides valuable insights, it also has several limitations:

- **Contextual Variability:** The efficacy of the proposed strategies may vary significantly depending on specific contextual factors such as economic development, cultural values, and political systems. This variability limits the generalizability of the findings across different regions and communities.
- **Scope of Interventions:** The study suggests a blend of universal policies and focused interventions but does not provide a detailed analysis of how these strategies can be tailored to specific local conditions. This might pose challenges in practical implementation.
- **Data Constraints:** The research may be limited by the availability and reliability of data on inequality and its contributing factors, potentially affecting the accuracy of its conclusions and recommendations.
- **Long-term Impact:** The study does not extensively explore the long-term impact of the proposed strategies, leaving uncertainties about their sustainability and effectiveness over time.

5. Literature Review

5.1 Theoretical Frameworks

The social stratification perspective, as outlined by Bottero (2005, pp.63 - 65), is a highly utilised theoretical paradigm for comprehending the factors that contribute to inequality among children. From this viewpoint, disparities in children's achievements stem mainly from variations in their access to resources, including education, healthcare, and social support. These disparities are influenced by factors such as their social class, race, and gender. The human capital theory is an additional theoretical framework that suggests that disparities in children's outcomes are mainly due to variations in their skills and abilities (Erosa, Koreshkova, & Restuccia, 2010), which are influenced by their family background and educational opportunities (Li & Qiu, 2018).

5.2 Empirical Evidence

Recent research provides empirical data that supports both the social stratification and human capital views in explaining the causes of inequality among children. An investigation conducted by Reardon et al. (2016) revealed that parental income is a robust indicator of children's test scores and other educational achievements, and that disparities linked to wealth have increased over the years. In a similar vein, a study conducted by Orfield, et al. (2014) revealed that neighbourhood poverty and racial segregation play a role in the disparities observed in children's cognitive development and academic performance. Parental education is another significant factor that contributes to disparity among children. According to a study conducted by Entwisle et al. (2019), there is a high correlation between children's school preparedness when they enter kindergarten and their family background, namely their parents' level of education and income (p.218). Furthermore, a research conducted by Jackson, et al. (2017) shown that the level of education attained by mothers is a significant indicator of both the cognitive and socio - emotional development of their children.

Furthermore, an increasing amount of research emphasises the significance of interventions during early life in order to decrease inequality among children. A study conducted by Duncan and Magnuson (2014) discovered that preschool programmes of exceptional quality have the potential to reduce disparities in children's outcomes that are associated with income differences. Similarly, a study conducted by Waldfogel (2015) discovered that implementing a comprehensive early childhood education programme resulted in notable improvements in both the academic and social - emotional development of children, especially those who originate from poor circumstances.

5.3 Policy implications

The material examined in this article emphasises the immediate necessity for policies and initiatives targeted at diminishing inequality among children. Efficient policies should focus on addressing the primary determinants that contribute to inequality, including family income, parental education, and neighbourhood poverty. Research has

demonstrated that implementing early childhood interventions, such as well - designed preschool programmes and home visiting programmes, can effectively mitigate inequality among children. Therefore, it is crucial to expand and increase the scope of these interventions. Policies designed to mitigate income disparity, such as the Earned Income Tax Credit and minimum wage regulations, can also contribute to the reduction of disparities in the outcomes of children's households.

6. Strategies to Address Inequality

Childhood inequality is a substantial concern that has a profound impact on the welfare and future opportunities of children. Inequality is influenced by multiple variables, including economic, social, political, and cultural aspects. However, there are also diverse ways available to tackle this issue. This research will analyse several tactics and evaluate their efficacy in fostering increased fairness and societal equality among youngsters.

6.1 Early Childhood Interventions

Early childhood interventions refer to initiatives and support systems designed to specifically address the needs of early children and their families, with the aim of fostering their overall growth and welfare. These interventions encompass a range of services such as prenatal care, early childhood education, parent education and support, and home visiting programmes. Studies have demonstrated that implementing interventions throughout early infancy can effectively decrease inequality among children, especially for those belonging to low - income households (Heckman & Masterov, 2007). Research has demonstrated that these interventions effectively enhance children's cognitive and social - emotional development, as well as their overall health and well - being (Shonkoff & Phillips, 2000). Consequently, allocating resources to early childhood treatments can serve as a potent approach to tackle inequality among children.

6.2 School - based Interventions

School - based interventions refer to programmes and services that are specifically implemented within educational institutions with the aim of fostering student achievement and mitigating disparities. These interventions encompass top - notch early childhood education, after - school programmes, mentoring, tutoring, and other academic and social support services. Research has demonstrated that interventions implemented inside schools are successful in narrowing the disparities in academic achievement and fostering a more equitable learning environment for children (Duncan & Murnane, 2011). Nevertheless, the efficacy of these interventions may fluctuate based on the calibre and intensity of the programme, together with the requirements of the students and their families.

6.3 Family and Community Engagement

Family and community engagement is a crucial approach to fostering more fairness and diminishing disparities among children. Involving families and communities in the education and well - being of children helps foster social capital, foster

strong relationships and trust, and enhance the probability of children's success. Family and community engagement encompasses activities such as parent - teacher conferences, family centres located within schools, partnerships with the community, and programmes designed to reach out to the community. Studies have demonstrated that involving families and communities can be a successful approach in mitigating disparities among children, especially those from low - income and minority groups (Henderson & Mapp, 2002).

6.4 Policy and Systemic Change

Policy and institutional change are essential approaches for tackling inequality among children on a larger scale. Policy changes encompass modifications in legislation, rules, and financial allocation aimed at fostering enhanced fairness and societal parity. Systemic changes encompass alterations in the structure and organisation of institutions and systems that impact children and families, such as the healthcare system, school system, and social welfare system. Implementing policy and structural change can be a formidable task, often necessitating substantial political determination and cooperation among many stakeholders. Nevertheless, studies have demonstrated that implementing policy and structural modifications can effectively diminish inequality among children (Lareau, 2003). The efficacy of various measures to mitigate inequality among children is contingent upon the specific circumstances in which they are employed. Within this part, we will examine some often suggested approaches and assess their potential efficacy in mitigating disparities among children. Enhancing educational chances is a viable approach to tackle inequality among children. Studies have demonstrated that educational attainment has a crucial role in diminishing economic disparity (Oreopoulos & Salvanes, 2011). Hence, ensuring equitable access to high - quality education for all students, irrespective of their socioeconomic background, can effectively narrow the achievement gap and foster upward social mobility. Nevertheless, the execution of this technique may pose difficulties in situations when there are substantial discrepancies in resources and finance among various schools (Reardon & Owens, 2014). Policies that allocate more resources to schools in poor areas, decrease the number of students in each class, and offer specific assistance to kids who are facing difficulties can effectively diminish the disparity in academic performance (Duncan & Murnane, 2011).

Another approach is advocating for early childhood development programmes. Studies have demonstrated that early life experiences have a significant impact on defining the future outcomes of children, such as their health, education, and economic achievements (Heckman, 2011). Hence, implementing measures that support the development of young children, such as well - designed early education initiatives and home visiting programmes, can effectively diminish the disparity in academic performance and facilitate upward social advancement. Nevertheless, the implementation of these programmes might incur significant expenses, and it is imperative to continuously assess their efficacy in mitigating inequality (Campbell et al., 2014).

One further approach involves enhancing availability of medical services. Children raised in impoverished conditions are at a higher risk of encountering health issues that can have a detrimental impact on their scholastic achievements (Cutler & Lleras - Muney, 2010). Hence, enhancing the availability of healthcare, which encompasses mental health services, can effectively diminish the disparity in academic performance and foster upward social advancement. Nevertheless, the execution of this approach may pose difficulties in situations where there are notable discrepancies in the availability of medical services among various socioeconomic groups (Adler & Rehkopf, 2008). According to the Kaiser Family Foundation (2017), implementing policies that enhance financial support for community health clinics, broaden the scope of Medicaid coverage, and encourage the establishment of health clinics in schools can effectively mitigate these discrepancies.

To summarise, there are multiple approaches to tackle inequality among children, such as enhancing educational chances, advocating for early childhood development programmes, and expanding access to healthcare. Nevertheless, the efficacy of these tactics fluctuates depending on the specific circumstances in which they are applied. Policymakers and practitioners must evaluate the merits and drawbacks of various tactics and customise their approaches to suit the specific requirements of their communities.

7. Discussion

The research findings indicate that effectively eliminating inequality among children requires implementing a combination of universal policies and customized interventions. The study's major conclusions emphasize various crucial aspects:

The disparity among children is shaped by an intricate interaction of economic, social, political, and cultural elements. These components interact in ways that generate and sustain inequalities. For example, the state of the economy can dictate the availability of high - quality education and healthcare, while societal and cultural standards can shape the possibilities and ambitions individuals have. Political systems and policies have the ability to either reduce or worsen these inequalities. Comprehending these dynamics is crucial for formulating strategies that efficiently tackle the complex nature of inequality. The research suggests that employing a combination of universal and targeted techniques holds great potential in mitigating inequality. Universal programmes, such as those that encompass comprehensive healthcare and education, guarantee that every child receives a fundamental level of assistance. This comprehensive strategy partially equalizes the competitive landscape. Nevertheless, it is imperative to implement focused interventions in order to cater to the special requirements of marginalized populations who may not receive adequate benefits from universal policies alone. These targeted solutions can offer further resources and assistance to children who are at the most risk of lagging behind, guaranteeing a fairer allocation of chances. Context - dependent efficacy refers to the effectiveness of something that varies depending on the specific

circumstances or conditions in which it is applied. The effectiveness of the offered solutions can vary considerably depending on contextual circumstances. The success of interventions is determined by economic development levels, cultural values, and the political landscape, all of which play essential roles. In places characterized by strong economic expansion, the implementation of universal policies may be more viable and have a greater effect. On the other hand, in regions where there are strong cultural prejudices or political instability, it may be important to implement focused initiatives to address certain inequalities. It is crucial to acknowledge and adjust to these contextual factors in order to effectively implement policies and programmes.

An all - encompassing approach that tackles the fundamental reasons behind inequality and advocates for fairness and social justice is essential. This method should incorporate a comprehensive array of issues, such as financial assistance, social welfare programmes, educational prospects, and availability of healthcare. The programme must include flexibility and adaptability to effectively address the varied requirements of children and families in different circumstances. By addressing the underlying causes of inequality, implementing a comprehensive approach can establish a fairer environment for all children. The results of this study have important consequences for different individuals or groups involved:

- Policymakers can employ these observations to create flexible policies that address the diverse requirements of children and families. By integrating both general and targeted strategies, planners can develop more efficient and comprehensive frameworks.
- Practitioners have the ability to create and execute programmes that target the specific factors that contribute to inequality. These programmes can be customized to suit the distinct requirements of various communities, guaranteeing that interventions are pertinent and effective.

Researchers have the ability to pinpoint deficiencies in the existing comprehension of inequality and guide future inquiries towards these specific areas. This research emphasizes the necessity for continuous investigation into the roots and consequences of inequality, directing scholars towards the most urgent matters. In order to address inequality among children in an effective manner, it is crucial to have joint endeavours involving policymakers, practitioners, and researchers. Through collaboration, these key participants may create and implement effective strategies that promote equity and societal parity. The research offers a valuable structure for these cooperative endeavors, highlighting the significance of a unified and flexible approach. Research has demonstrated that economic factors, such as income and wealth, have a substantial impact on the continuation of inequality among children (Duncan & Murnane, 2014). Children raised in impoverished conditions frequently face restricted access to resources and opportunities, such as sufficient nutrition, healthcare, and high - quality education. These limitations can have adverse effects on their academic and social achievements (Entwisle, 2016). Furthermore, there is a correlation between income inequality and the expanding disparity in academic performance between pupils from low - income and high - income backgrounds (Reardon, 2018). Children's inequality

is significantly influenced and sustained by social factors, including race and ethnicity. Studies have demonstrated that African American and Hispanic children have a higher likelihood of facing poverty and attending underperforming schools. This can result in lesser academic accomplishments and limited life prospects (Wilson, 2012). Furthermore, the presence of discrimination and prejudice in the processes of recruiting and promoting might restrict the chances for individuals belonging to historically marginalised groups, hence exacerbating inequalities in economic and social results (Heckman, 2015).

Political factors, such as governmental policies and programmes, can also play a role in fostering inequality among children. Policies concerning school funding and school choice have the potential to either worsen or alleviate current inequalities in educational opportunities (Duncan & Murnane, 2014). Furthermore, the implementation of laws concerning social welfare programmes, such as provisions for food assistance and healthcare, can have a direct influence on the ability of children to obtain crucial resources and services (Hout, 2017). Language and cultural values are cultural elements that can potentially contribute to inequality among children. Children who are bilingual and speak a language other than English at home may encounter extra difficulties at school, such as having restricted opportunities to access resources and programmes specifically geared for English language learners (Entwisle, 2016). Furthermore, cultural values that place importance on specific abilities or behaviors, such as self - reliance or confidence, might result in unequal treatment and opportunities for children from diverse cultural origins (Barth & Dunlap, 2011). Ultimately, a multitude of elements converge to generate and sustain disparities among children, encompassing economic, social, political, and cultural issues. Comprehending these intricate interconnections is crucial in formulating efficient tactics to diminish inequality and foster fairer results for all children. The primary significant topics and findings derived from the preceding debate can be summarized as follows:

- 1) Education - focused strategies, such as early childhood education programmes, targeted interventions to enhance educational outcomes for low - income and minority students, and initiatives to expand access to high - quality education, have demonstrated potential in narrowing the achievement gap and enhancing long - term prospects for disadvantaged children (Heckman et al., 2013; Duncan & Magnuson, 2014).
- 2) Economic - focused solutions, such as cash transfers, minimum wage rules, and progressive tax policies, can help reduce poverty and inequality among children by tackling economic disadvantage (Wimer et al., 2016; Burkhauser et al., 2018).
- 3) Health - focused strategies, such as enhancing healthcare accessibility, implementing nutrition assistance programmes, and implementing interventions to minimise exposure to environmental toxins, can enhance health outcomes for underprivileged children and mitigate health disparities (Graham, 2019; Braveman & Gottlieb, 2014).
- 4) Housing - focused strategies, such as implementing affordable housing policies, reducing residential segregation, and providing targeted interventions to address homelessness, have the potential to decrease

housing insecurity and enhance outcomes for low - income children (Krieger et al., 2017; Shinn et al., 2015).

- 5) Comprehensive approaches, such as the Harlem Children's Zone and Promise Neighborhoods initiatives, have demonstrated potential in enhancing outcomes for disadvantaged children by offering a variety of supports and interventions that tackle multiple aspects of disadvantage (Fryer et al., 2013; Kanya et al., 2019).

In summary, the conversation emphasizes the need for a comprehensive strategy to tackle the intricate and overlapping elements that contribute to disparities across children. The efficacy of various solutions is contingent upon the specific circumstances, with a holistic approach that addresses numerous facets of disadvantage being the most potent. Over all, the research emphasizes the necessity of a comprehensive and flexible approach to tackling inequality among children. Stakeholders can develop more effective methods to promote fairness by integrating universal policies with customized interventions and taking into account contextual considerations. This study provides a helpful instrument for directing future endeavours in this field, emphasizing the significance of cooperation and thorough strategizing in the pursuit of diminishing disparities among children.

8. Conclusion

Ultimately, the objective of this study was to examine the factors contributing to disparities among children and provide effective approaches to mitigate them. The review emphasised the intricate interaction of economic, social, political, and cultural elements that generate and sustain inequality among children. The study also examined other approaches, such as targeted interventions, universal legislation, and community - based efforts, to tackle inequality among children. An examination of the advantages and disadvantages of various solutions revealed that a blend of comprehensive policy and focused interventions could be efficacious in tackling inequality. Nevertheless, the efficacy of tactics might fluctuate based on contextual factors such as the degree of economic advancement, cultural norms, and political structures.

The study's findings have significant implications for policymakers, practitioners, and researchers, emphasising the necessity of adopting a comprehensive approach that tackles the fundamental factors contributing to inequality and fosters fairness and social justice. Policymakers can utilise the discoveries to design policies that are adaptable to the varied requirements of children and families. These findings can be utilised by practitioners to create successful programmes and interventions that tackle the intricate interaction of factors that lead to inequality. The findings can be utilised by researchers to identify deficiencies in the existing body of knowledge and direct future investigations on the subject of inequality and its origins and outcomes. To tackle inequality among children, policymakers, practitioners, and researchers must collaborate to develop and execute effective solutions that foster equity and social justice. The results of this study offer a valuable tool for furthering these endeavours and tackling the ongoing issue of inequality among youngsters.

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