

- Boalt, G. (1947). *Skolutbildning och skolresultat för barn ur olika samhällsgrupper i Stockholm [School education and school results for children from different social groups in stockholm]*. Stockholm: P. A. Norstedt & Söner.
- Boudon, R. (1974). *Education, opportunity, and social inequality. Changing prospects in Western society*, New York: John Wiley & Sons.
- Breen, R., & Goldthorpe, J. H. (1997). Explaining educational differentials: Toward a formal rational action theory. *Rationality and Society*, 9(3), 275–305.
- Cabieses, B., Pickett, K. E., & Wilkinson, R. G. (2016). The impact of socioeconomic inequality on children's health and well-being. *The Oxford Handbook of Economics and Human Biology*, 244.
- Daun, H. (2011). Aktuální situace vzdělávání ve Švédsku: od centrálně řízených snah o zajištění kvality po decentralizované rozhodování a konkurenci. In Ježková, J., Dvořák, D., Greger, D., & Daun, H., *Školní vzdělávání ve Švédsku*, s. 138–164. Praha: Karolinum.
- Duncan, O. T., Featherman, D. L., & Duncan, B. (1972). *Socioeconomic background and achievement*. New York: Seminar Press.
- Erikson, R., & Rudolphi, F. (2010). Change in social selection to upper secondary school – primary and secondary effects in Sweden. *European Sociological Review*, 26(3), 291–305.
- Erikson, R., & Torssander, J. (2008). Social class and cause of death. *European Journal of Public Health*, 18(5), 473–478. Retrieved: <https://doi.org/10.1093/eurpub/ckn053>
- Erikson, R., & Jonsson, J. O. (1996). Explaining class inequality in education: The Swedish test case. In R., Erikson, & J. O., Jonsson (Eds.), *Can education be equalized? The Swedish case in comparative perspective*. 1–63, Westview Press.
- Erikson, R., & Jonsson, J. O. (2002). Varför består den sociala snedrekryteringen? [Why does unequal social selection persist?]. *Pedagogisk forskning i Sverige [Pedagogical research in Sweden]* 7(3): 210–217.
- Gustafsson, J.-E., & Yang Hansen, K. (2009). Resultatförändringar i svensk grundskola [Changes in Results in Swedish Compulsory Schools]. In L. M. Olsson (ed.), *Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika faktorer [What affect the Results in Swedish Compulsory Schools: Review of the importance of different factors]*, 40–85, Skolverket, Stockholm.
- Gustafsson, J.-E., Sörlin, S., & Vlachos, J. (2016). *Policyidéer för svensk skola [Policy ideas for Swedish school]*. Stockholm: SNS Förlag.
- Gustafsson, J.-E., Nielsen, T., & Yang Hansen, K. (2016). School characteristics moderating the relation between student socio-economic status and mathematics achievement in grade 8. Evidence from 50 countries in TIMSS 2011. *Studies in Educational Evaluation*. Retrieved: <http://dx.doi.org/10.1016/j.stueduc.2016.09.004>
- Gustafsson, J.-E., & Yang Hansen, K. (2017). Changes in the impact of family education on student educational achievement in Sweden 1998–2014. *Scandinavian Journal of Educational Research*. Retrieved: <https://doi.org/10.1080/00313831.2017.1306799>
- Haldorson, L. (2008). *Sociala grupperingar för nationellt och internationellt bruk [Social Groups for National and International Use]*. Retrieved: <https://www.scb.se/contentassets/b1ae4493ffd1404987a4d32cbf213ae5/sociala-grupperingar-for-nationellt-och-internationellt-bruk.pdf>

