

INTERGENERATIONAL EDUCATIONAL MOBILITY: AN ANALYSIS OF SOME OF ITS IMPLICATIONS

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ABSTRACT

This article examines the complex topic of intergenerational educational mobility, which is a crucial measure of social fairness and upward mobility in societies. This study conducts a comprehensive examination and evaluation of current literature, encompassing peer-reviewed articles, books, research reports, and academic databases, to explore the influence of parental education on the educational prospects and paths of their children. The study examines the impact of cultural capital and habitus on educational opportunities and achievements, emphasizing the need for educational policies that promote intergenerational educational mobility and foster more social equity. This article suggests comprehensive ways that take into account both the wider socioeconomic and cultural circumstances. The results underscore the necessity of implementing policies that encourage more equitable access to education as a means to reduce inherent disparities and improve long-term societal unity.

Keywords:

Intergenerational Educational Mobility, Social Equity, Educational Attainment, Parental Education, Cultural Capital, Social Mobility, Educational Policies, Socioeconomic Factors, Equality of Educational Opportunities.

INTRODUCTION

Intergenerational educational mobility (IEM) allows us to analyze the fairness in education and the ability of individuals to move up in social status. The idea, as described by Hertz et al. (2007), refers to the transfer of educational accomplishments from one generation to the next, indicating a society's capacity to offer fair educational opportunities to all individuals.

The core idea of this study is that education serves as both a means for upward social mobility and a potent instrument for socioeconomic transformation (Becker & Tomes, 1986). Bourdieu (1986) presents a critical viewpoint by asserting that an individual's cultural capital and habitus, which refers to the values and behaviors acquired from the familial environment, are pivotal factors in determining one's access to and achievement within the educational system. These factors play a crucial role in perpetuating socioeconomic inequality from one generation to the next, as they influence the educational goals and ambitions of individuals.

Eribon (2009) explores the connection between social and educational mobility and the difficult separation from one's initial environment and socioeconomic class. This highlights the emotional and social consequences of intergenerational educational mobility. He proposes that this displacement is a consistent process of identity negotiation, where educational accomplishments can symbolize both progress and a cause of mental turmoil.

Economic capital is also of great importance. Higher socioeconomic status families have the ability to offer their children superior educational opportunities, including access to superior schools and additional resources such as tutoring and enriching extracurricular activities (Becker, 1993). In addition, social capital, as defined by Coleman (1988) as networks of relationships and familial solidarity, can enhance access to knowledge and opportunities that would otherwise be inaccessible. This, in turn, promotes education and upward social mobility. In addition, the study examines how educational policies might enhance intergenerational educational mobility through the promotion of equity. Torche (2015) contends that policies such as allocating resources to public education and enacting affirmative action measures are crucial for fostering more equity in access to opportunities.

The study enhances comprehension of how educational systems and policies might be developed or modified to cultivate a fairer and more egalitarian society. By doing this, it not only tackles educational disparity but also encourages more profound contemplation on societal advancement in the present-day setting.

THEORETICAL FRAMEWORK

Intergenerational Educational Mobility (IEM)

IEM, or intergenerational educational mobility, is the process of passing down educational accomplishments from one generation to the next. It especially refers to the connection between the educational attainment of parents and their offspring (Hertz et al., 2007). This concept is grounded in the theory that education serves as a means for upward social mobility, and that an individual's access to and the caliber of their education can significantly influence their capacity to enhance their socioeconomic status (Blanden, 2013). Breen and Jonsson (2005) argue that IEM serves as an indicator of the level of educational opportunities available to individuals in a culture. High intergenerational educational mobility indicates that children possess the capacity to attain a better degree of education than their parents, irrespective of their parents' educational attainment. On the other hand, if there is a low level of intergenerational educational mobility, it suggests that educational opportunities are limited to specific social groups, which can lead to the continuation of socioeconomic inequality.

IEM can be seen as a type of human capital that is passed down from one generation to the next. Becker and Tomes (1986) define human capital as the cumulative acquisition of skills, information, and experiences that individuals gather during their lifetime, which can impact their likelihood of achieving success. Education can be seen as an investment in human capital that has a substantial influence on individuals' social and economic mobility. Moreover, IEM can also serve as a gauge of the efficacy of a nation's educational programs. Torche (2015) has observed that IEM is a complex concept that includes elements from the sociology of education, the economics of education, and educational policy. Studying it can offer useful insights on the equitable distribution of educational opportunities, social fairness, and economic progress. Income and educational mobility (IEM) can serve as an indicator of the distribution of possibilities within a society and can be used to assess the success of educational programs in fostering equal opportunities.

Implications of Intergenerational Educational Mobility

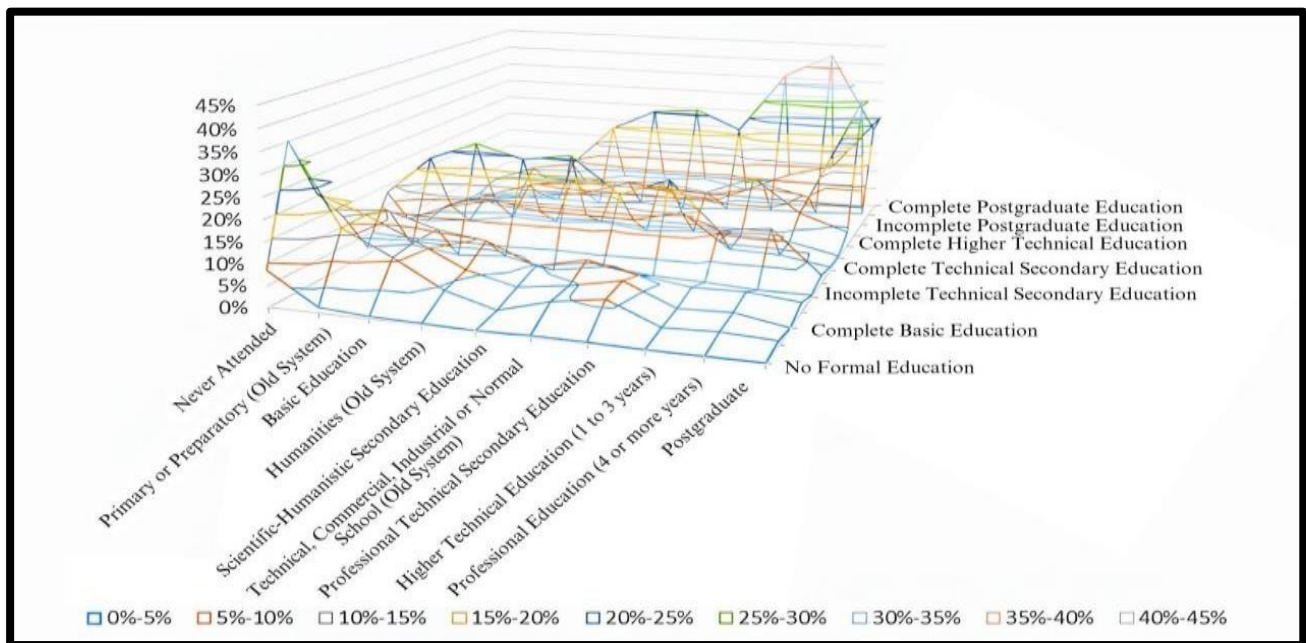
IEM is a significant phenomena that has obvious importance and has substantial ramifications in both social and economic domains. Adopting a multifactorial approach, multiple authors provide insights that illuminate this intricate phenomenon. According to Pfeffer (2018), intergenerational educational mobility is an important measure of fairness in the allocation of educational chances, from the perspective of equal possibilities. Greater mobility implies a fairer allocation of these possibilities, whereas its opposite could perpetuate socioeconomic disparities and limit social mobility. From an economic standpoint, scholars such as Heckman (2008) highlight the significance of educational investment in stimulating economic growth and alleviating poverty. Therefore, it is clear that governmental institutions have a significant impact on the arrangement of opportunities. Filgueira et al. (1999) contend that these institutions have a pivotal function in generating possibilities by means of the creation, allocation, and utilization of resources. This exemplifies the efficacy of education as a potent tool for social mobility, enabling individuals to enhance their socioeconomic status.

The correlation between IEM and economic development is complex and shaped by multiple factors, such as educational policy and cultural standards (Goldthorpe, 2016). The intricate nature of the situation emphasizes the need for state institutions to not only increase availability, but also guarantee the excellence and applicability of public education, in addition to implementing social policies that foster equal opportunities and diminish socioeconomic inequalities. Osorio (2018) proposes that a strong alignment between those responsible for implementing public policy and those who benefit from it is crucial for achieving successful implementation and impact. This requires identifying the factors that contribute to success in implementation and impact.

Looking at it from a different angle, International Economic Migration (IEM) has an effect on social cohesiveness, which can be seen in the increased level of fairness in opportunities (Wilkinson and Pickett, 2010). Hanushek and Woessmann (2012) emphasize the impact of educational quality on the sustainability of economic growth. They believe that policies aimed at enhancing educational quality and equity play a significant role in ensuring the long-term viability of economic growth. The impact of parental education on the educational attainment of their children is a vital factor that plays a significant role in intergenerational educational mobility. Notwithstanding attempts to enhance educational access, scholars such as Hertz et al. (2007), the OECD (2010), and Torche (2015) underscore the enduring nature of educational inequality. They stress the imperative of addressing this topic in a holistic manner.

IEM is recognized as a significant phenomenon for comprehending current social and economic dynamics. The concept of intergenerational educational mobility, which pertains to people's capacity to attain a higher level of education than their parents, carries significant implications for both equal opportunities and economic progress. From a perspective of equal opportunities, IEM serves as an indicator of fairness in the allocation educational possibilities.

Graph 1. Parent-Child education level association in Chile, CASEN 2017



Source: the authors based on CASEN 2017 survey

The CASEN 2017 survey demonstrates a clear correlation between the educational attainment of parents and the educational achievement of their children, as depicted in the preceding graph. It has been noted that persons who lack formal education, have incomplete primary education, or have incomplete technical-professional secondary education likely to have parents who did not attend school, only completed primary education under the old system, or only achieved basic education. On the other hand, those who have completed their postgraduate studies tend to have parents who also have postgraduate studies, professional studies lasting four or more years, or higher technical education. Based on the existing research, persons who have completed postgraduate degrees are strongly associated with households where both parents also have higher education.

Pfeffer (2018) contends that a high level of educational mobility indicates that opportunities are allocated fairly, regardless of the educational background of parents. Conversely, a lack of mobility can suggest that opportunities are concentrated within specific social groups, hence reinforcing socioeconomic disparities and restricting social mobility. This analysis highlights the need of enacting educational policies that foster fairness and ensure equal opportunities for high- quality education.

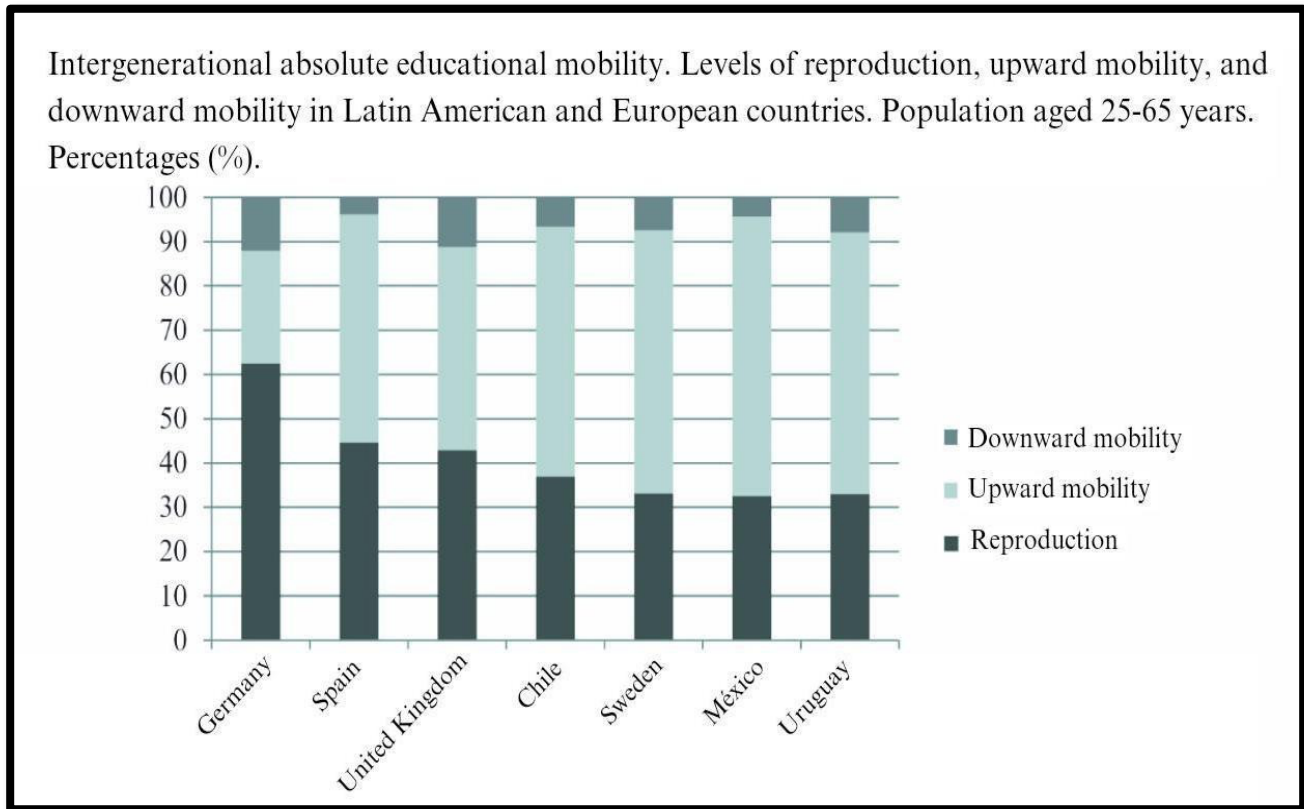
From an economic development standpoint, intergenerational educational mobility is considered a catalyst for both economic growth and the alleviation of poverty. According to Heckman (2014), investing in education enhances individual abilities, leading to higher production and contributing to economic growth. In addition, according to Corak (2013), education is seen as a powerful tool for upward social mobility, enabling individuals to enhance their socioeconomic status and break free from poverty.

Nevertheless, the correlation between IEM (International Entrepreneurial Mindset) and economic development is intricate and subject to multiple factors, such as educational policy, economic structure, and cultural norms (Goldthorpe, 2016). In the absence of policies that promote equitable opportunities and alleviate socioeconomic inequities, education's potential to effect social mobility is limited.

Moreover, IEM has significant ramifications in the field of public policy. It is emphasized that societies characterized by high mobility typically necessitate policies that uphold or enhance the equality of educational chances. Conversely, in situations of low mobility, actions must be implemented to disrupt the perpetuation of educational inequality (Putnam, 2015). This tendency also affects the unity and cooperation throughout society. According to Wilkinson and Pickett (2010), societies that have more equitable opportunities and a high degree of educational mobility tend to exhibit more social cohesiveness, lower levels of conflict, and higher levels of trust among their members.

Furthermore, the durability of economic growth is impacted by the caliber of education, which is a crucial element in determining the ability of successive generations to access education (Hanushek and Woessmann, 2012). Huepe (2024) emphasizes that worldwide research suggests that countries that have achieved long-term economic growth have done so by making substantial investments in their population, particularly in expanding educational access.

Graph 2: Comparison of IEM in Latin American and European countries.



Source: Ricardi Morgavi (2022, p. 8).

The graph created by Morgavi (2022) displays the levels of absolute intergenerational educational mobility in various Latin American and European countries. It specifically examines three key categories: downward mobility, upward mobility, and reproduction. These categories represent the educational progress of each generation in relation to their parents, indicating whether they attain lower, greater, or equivalent levels of education.

The graph provides a more comprehensive insight into the social and educational dynamics by illustrating these three dimensions of educational mobility. However, a comprehensive perspective on this mobility takes into account not only the facts supplied but also examines the educational policies, socioeconomic conditions, and social structures that underlie these patterns of educational mobility.

Enhancing the quality and fairness of education through public policies can support the long-term economic growth sustainability. The impact of parental education on the educational attainment of their children is also a vital factor. Studies indicate that the degree of education attained by parents is a reliable indicator of the educational level their children would likely achieve (Hertz et al., 2007; OECD, 2010).

Despite attempts to enhance educational accessibility, intergenerational educational disparity continues to exist in numerous societies (Torche, 2015). Hence, it is imperative to investigate how social mobility can disrupt the intergenerational cycle of educational inequality by providing a means for children from low-income backgrounds to surpass their parents' educational attainment. It is crucial to promote IEM in order to advance towards a more inclusive educational system and a more unified society. The recognition of how social mobility can mitigate the impact of parental education on children's educational paths emphasizes the necessity for well-designed public policies that aim to foster equal chances and diminish socioeconomic disparities.

It is important to recognize that there are no fixed or universally correct policies. As Stein (2007) suggests, public policies are influenced by the specific conditions of the world. What may be effective in one situation may not work in another area or even in the same place at a different time.

METHODOLOGY

This study examines the relationship between intergenerational educational mobility (IEM) and parental education, specifically exploring how parental education influences the educational outcomes of their offspring. The process involves a methodical examination and thorough evaluation of current literature, such as scientific publications, books, research reports, and academic databases. The selection of these sources is based on particular criteria for inclusion. Precedence is granted to publications appearing in scientific journals that focus on the subject of inborn errors of metabolism (IEM). The study used thematic analysis to categorize the examined information, enabling the identification of patterns, trends, and gaps in the existing research. This facilitates a critical assessment of the findings from the studied studies. This technique offers insight into the impact of parental education on children's educational chances, so contributing to the discussion on social inequality and educational mobility. The evaluation process follows rigorous ethical standards in collecting and analyzing data, ensuring the significance and accuracy of the results collected. It also provides a foundation for future research and suggestions on educational and social policies.

RESULTS

The study's findings reveal significant insights into the phenomena of IEM, emphasizing the impact of parental education on their children's educational and socioeconomic paths. Through a thorough examination and careful evaluation of current literature, a systematic review revealed numerous important patterns and trends. These findings have substantial implications for educational policy and the promotion of social fairness.

Firstly, the review demonstrated that IEM serves as a measure of the level of equal educational opportunities within a society. The studied data indicate that in societies where children consistently exceed the educational achievements of their parents, there is a higher level of fairness in terms of access to education. In contrast, in situations where educational mobility is limited, it typically suggests that educational possibilities are primarily available to specific social groups, hence reinforcing socioeconomic disparities.

Furthermore, the results of the thematic analyses revealed that parental education, namely the degree of education attained and the quality of that education, strongly influences the educational attainment of children. This is consistent with human capital theory, which posits that the skills, information, and experiences obtained by individuals can have a substantial impact on their future achievements and their capacity to advance socioeconomically.

Furthermore, the review emphasized the significance of educational policy in fostering educational mobility. The examined data confirms that policies that advocate for equal access to education, such as investing in public education and implementing affirmative action policies, can greatly enhance intergenerational educational mobility. These programs aim to reduce the inequalities that Bourdieu (1986) recognized as being inherent in the educational system. They provide children from less privileged families with a greater chance to reach higher levels of education.

Moreover, this study uncovered that in addition to educational indicators, elements such as family expectations, parental support, and socioeconomic environment are pivotal in intergenerational schooling. This implies that in order for educational policies to be successful, they must take into account multiple factors, including not only formal schooling but also the support provided by families and communities.

As stated by Faúndez et al. (2017), the way this is put into action can differ based on the circumstances and particular conditions of each country. Nevertheless, it is crucial to note that public policies typically emerge from a systematic process of diagnosing, conducting feasibility analyses, and designing, which includes engaging the public in defining problems and finding solutions.

Ultimately, this study enhances our comprehension of how educational frameworks and policies can be strategically crafted or modified to cultivate a fairer and more impartial society. By doing this, it not only tackles educational disparity but also encourages more profound contemplation on societal advancement in the present-day setting. These findings emphasize the necessity of implementing efficient public policies that prioritize the promotion of equal opportunities and the reduction of socioeconomic disparities. They serve as a foundation for future study and the formulation of policies.

DISCUSSION

The analysis of the findings in this study on intergenerational educational mobility (IEM) uncovers various levels of interpretation and importance, particularly in connection with Bourdieu's (1986) theories on cultural capital and the dynamics of social stratification, as well as Eribon's (2009) observations on social mobility and its emotional consequences. By conducting a thorough analysis and systematic evaluation, we have determined that certain educational accomplishments of parents are passed down to their children, indicating a process of reproducing social stratification. However, it is important to note that there are educational policies in place that can either lessen or intensify this phenomena.

Naranjo et al. (2024) emphasize that the relationship between parental education and the educational achievements of children and adolescents is intricate and encompasses various aspects such as socioeconomic and demographic variables, educational policies, cultural capital, and neighborhood influences. Their research highlights the necessity of comprehensive public policy initiatives that advocate for educational fairness and equal chances, aiming to enhance intergenerational mobility and cultivate a fair society (Naranjo et al., 2024). According to Naranjo et al. (2022), there is an inherent inequality in this situation where students from the dominant class receive a more favorable education compared to other students. The latter group must engage in processes of acculturation and assimilation to access this education and strive for social mobility to higher classes and status.

This prompts a significant contemplation on how educational policies can impact the perpetuation or alleviation of educational disparity. It has been noticed that when educational policies are inclusive and egalitarian, such as investing in public education and implementing affirmative actions as noted by Torche (2015), there is a rise in educational mobility. This evidence suggests that policy interventions have the ability to greatly change the patterns of social mobility, which in turn challenges the idea of inequality perpetuation described by Bourdieu (1986) in his theory of cultural capital.

Additionally, the results emphasize an important aspect identified by Eribon (2009), which examines the emotional and social consequences of educational mobility. The stories of being uprooted and negotiating one's sense of self in the pursuit of education in unfamiliar environments indicate that educational mobility encompasses more than just attaining higher levels of education. It also involves navigating and harmonizing different cultural and social identities.

This study highlights the importance of educational policies that address not just the accessibility and quality of education, but also the emotional and social support needed for students who are transitioning from their conventional familial and cultural surroundings. Encouraging educational settings that prioritize and nurture cultural and socioeconomic diversity may play a crucial role in enhancing both educational mobility and social cohesion.

The discourse should take into account the inherent constraints of literature review and the elucidation of prior research. Although the findings provide a strong argument for the impact of parental education and public policies on educational mobility, it is important to acknowledge that further empirical research is necessary in order to validate and broaden existing theories. This research should include longitudinal and comparative international data.

This study affirms the comprehension that IEM is an intricate phenomenon impacted by a multitude of economic, social, and political elements. This statement highlights the importance of implementing educational public policies that are both inclusive and thoughtful. These policies aim to enhance the accessibility and quality of education, while also promoting the social and cultural integration of all students, regardless of their financial status.

CONCLUSIONS

This study has examined the complexities of Intergenerational Educational Mobility (IEM), illustrating how educational systems and public policies can greatly influence fairness and upward social movement between generations. The text has also highlighted the possibility of policy actions to effectively alter the distribution of educational opportunities.

The analysis affirms that IEM serves as both a mirror of current disparities in educational access and a catalyst for socioeconomic change. The results emphasize the crucial influence of parental education on the educational achievements of children, providing support for the human capital hypothesis. This theory posits that the transfer of skills, information, and experiences from one generation to the next is essential for future success.

An important finding is that public policies designed to enhance equal access to education, such as greater funding for public schools and affirmative action programs, have a clearly beneficial effect on educational mobility. These policies promote equity by providing equal opportunities for persons from disadvantaged backgrounds, thereby fostering social unity and ensuring long-term economic development. Nevertheless, the precise quantification of IEM poses difficulties due to its susceptibility to several influences, such as family values and wider socioeconomic circumstances. This necessitates the implementation of more sophisticated strategies that take into consideration these intricacies.

The study also illuminates the frequently disregarded emotional and social expenses linked to IEM. Transitioning between different socioeconomic strata might entail grappling with issues of personal identification and experiencing a sense of detachment from one's initial social milieu. Recognizing these factors is crucial for formulating educational strategies that not only promote scholastic success but also take into account the comprehensive well-being of pupils.

This study encourages a more extensive contemplation on how educational policies might be formulated to address the requirements of a varied and developing society. Advocating for comprehensive and fair educational methods is not solely a matter of social fairness, but also a necessary economic measure, as the caliber of education has a direct influence on long-term productivity and innovation.

The results emphasize the immediate necessity for effective and well-thought-out educational policies that tackle both the systemic disparities and the personal obstacles that students encounter. When supported by efficient policies, Integrated Environmental Management (IEM) can have a significant impact on driving change. It provides future generations with the chance to overcome socioeconomic obstacles and reach their maximum capabilities.

To summarize, it is both feasible and crucial to progress towards a more comprehensive and fair educational system in order to foster more equitable and prosperous society. Although this study has offered useful insights, it also emphasizes the necessity for continuous research. Further research should continue to investigate IEM, utilizing longitudinal and comparative international data to enhance our comprehension and direct the formulation of more efficient educational strategies. This is an essential undertaking to guarantee that education continues to be a leveling influence and a fundamental aspect of human progress in the 21st century.

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