



ECSR, Collegio Carlo Alberto and NASP

Joint Spring School on

The intergenerational transmission of socio-economic status and inequality: patterns and mechanisms

March the 13th- the 17th, 2017

Collegio Carlo Alberto

Via Real Collegio 30, Moncalieri (Turin), Italy

The topic for the fifth edition of the ECSR Spring School is “The intergenerational transmission of socio-economic status and inequality: patterns and mechanisms”. The School is promoted by ECSR, Collegio Carlo Alberto and by the universities of Milan and Turin in the frame of the NASP, Network for the Advancement in Social and Political Studies. It provides high-quality training on leading-edge theories and methodological approaches to the quantitative analysis of the intergenerational transmission of both social and economic resources and its impact on equality of opportunity over time. Particular attention will be given to the integration of different disciplinary perspectives (sociological, demographic and economic) in a consistent theoretical and empirical framework.

The School is organized by Gabriele Ballarino (University of Milan), Fabrizio Bernardi (ECSR, EUI), Filippo Barbera, Tiziana Nazio and Cristina Solera (Collegio Carlo Alberto and University of Turin).

Faculty includes Gabriele Ballarino, Fabrizio Bernardi, Lorenzo Cappellari (Catholic University of Milan), Jani Erola (University of Turku), Antonie Knigge (Utrecht University), Christiaan Monden (Nuffield College, Oxford), Nazareno Panichella (University of Milan), Tiziana Nazio, Chiara Pronzato (Collegio Carlo Alberto and University of Turin), Cristina Solera, Florencia Torche (Stanford University).

The school includes a) lectures on the key current issues in the field as well as on major methodological issues; b) students’ presentations, discussed by faculty members.

Overview

	Monday 13 March	Tuesday 14 March	Wednesday 15 March	Thursday 16 March	Friday 17 March
9.30-11.30	<i>Ballarino</i>	<i>Bernardi</i>	<i>Pronzato</i> (9.30-10.30)	<i>Erola</i>	<i>Cappellari</i> (9.30-12.45)
			<i>Nazio</i> (10.30-11.30)		
11.30-11.45	Break	Break	Break	Break	
11.45-13.15	<i>Presentations 1</i> (<i>Ballarino</i>)	<i>Presentations 3</i> (<i>Knigge</i>)	<i>Presentations 6</i> (<i>Torche</i>)	<i>Presentations 8</i> (<i>Erola</i>)	
13.15-14.15	Lunch	Lunch	Lunch	Lunch	Lunch (12.45-13.45)
14.15-16.15	<i>Bernardi</i>	<i>Knigge</i>	<i>Torche</i>	<i>Monden</i>	<i>Presentations 10</i> (<i>Cappellari</i>) (13.45-15.15)
16.15-16.45	Break	Break (16.15-16.30)	Break	Break	END
16.45-18.15	<i>Presentations 2</i> (<i>Bernardi</i>)	<i>Presentations 4</i> (<i>Panichella</i>) (16.30-18.00)	<i>Presentations 7</i> (<i>Nazio</i>)	<i>Presentations 9</i> (<i>Monden</i>)	
		<i>Presentations 5</i> (<i>Solera</i>) (18.00-19.30)			

1. Keynote lectures

Gabriele Ballarino: Is education the great equalizer? The direct effect of social origins (DESO) in comparative perspective

Whether education is the great social equalizer is still a recurrent topic in public debate and a disputed question in academic research. This lecture discusses the current state of knowledge on this topic, on the basis of a recent comparative research on the direct effect of social origins (DESO) on occupational achievement (Bernardi and Ballarino 2016).

In the fourteen countries analysed, it was found that, for the same level of education, persons from better-off families achieve on average better jobs. With only a few exceptions, the intergenerational socio-economic association among individuals with the same level of schooling has not declined over time. Moreover, in the majority of countries the intergenerational association is stronger among individuals with low levels of education: this means that education is a less crucial resource for occupational outcome for individuals with advantaged social backgrounds. Indeed, the prevalent pattern is the opposite for earnings, with a larger intergenerational association among individuals with a higher education. Finally, educational returns are either stable or declining in all countries if the socio-economic status of the job is considered, while in the case of some countries, we show evidence of increasing returns if earnings are considered (Hungary, USA and Russia).

The lecture will then discuss the current state of knowledge on the DESO and the research directions suggested by the findings described. As some of these directions are part of the Spring School, the final part of this lecture will also be an introduction to the School itself.

Key references:

Bernardi, F., G. Ballarino (2016), Introduction: Education as the great equalizer: a theoretical framework, in F. Bernardi & G. Ballarino, eds, *Education, occupation and social origin*, Edgar Elgar.

Ballarino, G., Bernardi, F. (2016), The intergenerational transmission of inequality and education in 14 countries: a comparison, in F. Bernardi & G. Ballarino, eds, *Education, occupation and social origin*, Edgar Elgar.

Erikson, R., and J. O. Jonsson (1998), 'Social Origin as an Interest-bearing Asset: Family Background and Labour-market Rewards among Employees in Sweden.' *Acta Sociologica* 41 (1), 19-36.

Hällsten, M. (2013), 'The class-origin wage gap: heterogeneity in education and variations across market segments' *The British Journal of Sociology* 64 (4), 662-90.

Torche, F. (2011) 'Is a College Degree Still the Great Equalizer? Intergenerational Mobility across Levels of Schooling in the US' *American Journal of Sociology* **117** (3), 763-807.

Fabrizio Bernardi (Monday 13/3): The misuse of statistical significance in sociological research

Key references:

Bernardi, F., Chakhaia, L., & Leopold, L. (2017). 'Sing Me a Song with Social Significance': The (Mis)Use of Statistical Significance Testing in European Sociological Research. *European Sociological Review*, 33(1), 1-15. doi:10.1093/esr/jcw047.

Gelman, A., & Weakliem, D. (2009). Of Beauty, Sex and Power. Too little attention has been paid to the statistical challenges in estimating small effects. *American Scientist*, 97, 310-316.

Fabrizio Bernardi (Tuesday 14/3): Compensatory advantage

Key references:

Bernardi, F. (2014). Compensatory Advantage as a Mechanism of Educational Inequality: A Regression Discontinuity Based on Month of Birth. *Sociology of Education*, 87(2), 74-88. doi:10.1177/0038040714524258

Bernardi, F. & Triventi, M. (2017) Trivial or substantial? Compensatory advantage in educational transitions, unpublished manuscript.

Requirements for Fabrizio Bernardi's classes

In preparation to the class on Monday (statistical significance) participants should answer to the following questions:

- a) Can you think of a minimum and maximum substantively significant values for the effect you want to estimate in your research, based on a review of previous studies on the same topic (conclusions of reading #1)?
- b) Can you make any example of an article in your field that confuse statistical significance and substantive significance? (reading #1)
- c) Can you make an example that comment on what seems an implausible large effect only because it is statistical significant (reading #2 and the idea of statistical significance filter)
- d) Can you make an example of a substantially trivial but theoretical relevant effect (also in other disciplinary fields, not only in sociology)?

In preparation to the class on Tuesday (compensatory advantage) participants should write a brief comment (half a page max) on reading #3. Possible issues to discuss are: Are the theoretical bases of compensatory advantage convincing? Can you conceive applications in your field of research? How might endogeneity (unobserved traits, self-selection) affect your own estimates?

Antonie Knigge: Sibling models as a tool to study intergenerational transmissions

When studying intergenerational transmission of inequality, most scholars examine how much children resemble their parents in terms of socioeconomic status. However, such indicators of (dis)advantaged family background will never be able to cover all resources transmitted to children. A good alternative is to look how much siblings resemble each other, because sibling similarity captures all aspects of family background shared by siblings. These factors include not only all – measurable and non-measurable – shared family resources, but also, for example, shared neighbourhood characteristics and siblings' influence on one another. Sibling resemblance is therefore regarded as a more encompassing indicator of family impact than family background variables. Although this is the biggest strength of sibling models, it is also its biggest potential weakness: sibling similarity may become a container concept with many different underlying processes. If not used properly, it will close the black box rather than open it. In this lecture, I will 1) discuss the basic assumptions and variants of sibling models in greater detail, 2) debate the advantages and limitations of sibling models, 3) give illustrations how I have applied sibling models while studying intergenerational social mobility. Moreover, I will discuss twin models as an interesting special form of sibling models that can help uncover the interplay between genetic and shared environmental effects.

Key references:

- Björklund, A., Lindahl, L., & Lindquist, M. J. (2010). What more than parental income, education and occupation? An exploration of what Swedish siblings get from their parents. *The BE Journal of Economic Analysis & Policy*, 10.
- Branigan, A. R., McCallum, K. J., & Freese, J. (2013). Variation in the Heritability of Educational Attainment: An International Meta-Analysis. *Social Forces*, 92, 109–140.
- Conley, D., & Glauber, R. (2008). All in the family? Family composition, resources, and sibling similarity in socioeconomic status. *Research in Social Stratification and Mobility*, 26, 297–306.
- Conley, D., Pfeiffer, K. M., & Velez, M. (2007). Explaining sibling differences in achievement and behavioral outcomes: The importance of within-and between-family factors. *Social Science Research*, 36, 1087–1104.

- Hauser, R. M., Sheridan, J. T., & Warren, J. R. (1999). Socioeconomic Achievements of Siblings in the Life Course: New Findings from the Wisconsin Longitudinal Study. *Research on Aging, 21*, 338–378.
- Knigge, A., Maas, I., & Van Leeuwen, M. H. D. (2014). Sources of sibling (dis)similarity: Total family impact on status variation in the nineteenth century. *American Journal of Sociology, 120*.
- Knigge, A., Maas, I., Van Leeuwen, M. H. D., & Mandemakers, K. (2014). Status Attainment of Siblings during Modernization. *American Sociological Review, 79*, 549–574.
- Nielsen, F. (2006). Achievement and Ascription in Educational Attainment: Genetic and Environmental Influences on Adolescent Schooling. *Social Forces, 85*, 193–216.

Tiziana Nazio and Chiara Pronzato: Family environment and the transmission of inequalities.

The role of family members

In this lesson, we focus on the different mechanisms that may conduce to the intergenerational transmission of inequalities through family shapes, ties and behaviors. We will discuss aspects that reflect on investments on children outcomes such as the sibship size and siblings occupational condition; parental occupational condition; as well as the impact of early grandparents' care and formal childcare on child cognitive outcomes, in the short and medium term. Examples will include analyses with data from the Millennium Cohort Study (UK), from the European Union Statistics on Income and Living Conditions (EU-Silc), the German Life History Study (GLHS) and from the Child Development Supplement of the Panel Study of Income Dynamics (PSID). In order to assess a causal link between early care and child outcomes, we illustrate panel methods and instrumental variables techniques. We will discuss how families contribute to develop their members' cognitive skills and structure their educational investments from an early age, as well as contribute to influence their members' strategies around employment careers.

Key references:

- Arpino, B., Pronzato, C. & Tavares, L. (2014). The Effect of Grandparental Support on Mothers' Labour Market Participation: An Instrumental Variable Approach. *European Journal of Population, 30*(4): 369-390.
- Aassve, A., Meroni, E. & Pronzato, C. (2012). Grandparenting in the extended family. *European Journal of Population, 28*(4), 499-518.
- Del Boca, D., Piazzalunga, D. & Pronzato, C. (2014). Early Child Care and Child Outcomes: The Role of Grandparents, *IZA Discussion Paper* No. 8565.

- Gibbs, B. G., Workman, J., & Downey, D. B. (2016). "The (Conditional) Resource Dilution Model: State- and Community-level modifications". *Demography*, 53:723-48.
- Hillmert, S. (2011). Occupational mobility and developments of inequality along the life course. *European Societies*, 13: 401-423.
- Hsin, A. & Felfe, C. (2014). When Does Time Matter? Maternal Employment, Children's Time With Parents, and Child Development. *Demography*, 51(5): 1867–189.

Florencia Torche: Unequal Trajectories. Prenatal Stress, Stratification, and Children's Outcomes

Exposure to environmental stressors is highly prevalent and unequally distributed along socioeconomic and ethno-racial lines. While the effects of stress on children and adults are well documented, less is known about the long-term consequences when exposure to stressors occurs before birth. This project combines a natural experiment, a longitudinal survey and in-depth interviews to examine the effect of in-utero exposure to an acute stressor on children's outcomes. We find that prenatal stress has a negative impact on children's cognitive outcomes and that this effect is acutely stratified by social class: It is large among poor families but it fully disappears among advantaged families. We then examine potential mechanism explaining stratification: Differential exposure, sensitivity, birth outcomes, and parental responses. Quantitative evidence is inconsistent with the first three mechanisms. In-depth interviews suggest that the stratified effect of prenatal stress may emerge from parental responses. Advantaged families mobilize multiple resources that compensate for the early shock experienced by children. This study indicates that exposures to environmental stressors even before birth may provide a strong, but largely invisible, mechanism for the intergenerational transmission of disadvantage.

Key references:

- Torche, F. (2011). The Effect of Maternal Stress on Birth Outcomes: Exploiting a Natural Experiment. *Demography*, 48(4), 1473-1491.
- Torche, F. Unequal Trajectories: Prenatal Stress, Stratification, and Children's Outcomes.

Jani Erola: Compensation and multiplication in intergenerational attainment. Recent findings and forthcoming topics

It is often assumed that having more family resources is better for the socioeconomic attainment of the children. However, this intergenerational accumulation does not always occur in linear manner: parental resources may multiply the advantages of the next generation, and perhaps even more

consequently, lacking some resources may be compensated with other available ones. Compensation can take place in various ways, relying on the other types of available resources (compensatory advantage), resources of the others in social network (such as extended family members, neighbours or friends), or the compensatory effects of social institutions (such as education or various forms of income transfers). The presentation reviews recent evidence on compensation and multiplication and suggests future directions to research on these mechanisms of intergenerational attainment.

Key references:

- Bernardi, F. (2012). Unequal transitions: Selection bias and the compensatory effect of social background in educational careers. *Research in Social Stratification and Mobility*, 30(2), 159–174. <https://doi.org/10.1016/j.rssm.2011.05.005>
- Bernardi, F., & Gratz, M. (2015). Making Up for an Unlucky Month of Birth in School: Causal Evidence on the Compensatory Advantage of Family Background in England. *Sociological Science*, 2, 235–251. <https://doi.org/10.15195/v2.a12>
- DiPrete, T. A., & Eirich, G. M. (2006). Cumulative Advantage as a Mechanism for Inequality: A Review of Theoretical and Empirical Developments. *Annual Review of Sociology*, 32, 271–297.
- Erola, J., & Jalovaara, M. (n.d.). The Replaceable: The Inheritance of Paternal and Maternal Socioeconomic Statuses in Non-Standard Families. *Social Forces*, 1–25. <https://doi.org/10.1093/sf/sow089>
- Erola, J., Kilpi-Jakonen, E., Prix, I., & Lehti, H. (2016). *For Better or for Worse, for Nephews or for Nieces? Resource Compensation and Multiplication from Extended Family Members* (WPSEI No. 10/2016). Turku: Turku Center for Welfare Research. Retrieved from <http://wpsei.utu.fi/better-or-for-worse-for-nephews-or-for-nieces-resource-compensation-and-multiplication-from-extended-family-members/>
- Jæger, M. M. (2012). The Extended Family and Children's Educational Success. *American Sociological Review*, 77(6), 903-922.
- Prix, I., & Erola, J. (n.d.). Does death really make us equal? Educational attainment and resource compensation after paternal death in Finland. *Social Science Research*. <https://doi.org/10.1016/j.ssresearch.2016.10.012>

Christiaan Monden: Smaller families, longer lives – what do they mean for the intergenerational transmission of socio-economic position?

Lower fertility and higher life expectancy may mean that families have become smaller and that overlap in lifespan between parents, children and grandchildren has increased. What do these

demographic trends imply for intergenerational transmission of socio-economic position? Have grandparents become more important? Has family size lost its importance now all families are small? I review studies on the “effects” of grandparents and family size on educational outcomes and the transmission of educational attainment. These issues received little attention for decades but are recently making a come-back. I also review what we actually know about changes in family size and generational overlap. I will present some new findings with regard to grandparents and family size in Europe and some new findings on only-children. What can we learn about social inequalities from these new studies and what might be fruitful directions for future research?

Key references:

- Leopold, T. & J. Skopek (2015). The Demography of Grandparenthood: An International Profile. *Social Forces*, 94 (2): 801-832.
- Park, H. (2008). Public Policy and the Effect of Sibship Size on Educational Achievement: A Comparative Study of 20 Countries. *Social Science Research*, 37(3): 874-87.
- Mare, R.D. (2011). A Multigenerational View of Inequality. *Demography*, 48(1): 1-23.
- Song, X. (2016). Diverging Mobility Trajectories: Grandparent Effects on Educational Attainment in One- and Two-Parent Families in the United States. *Demography*, 53(6): 1905-1932.

Lorenzo Cappellari: Long-term impacts of family and community on the inequality of incomes

The aim of the talk is to provide students with an overview of the progresses made in the empirical analysis of the relationship between income inequality and social origins over the last 25 years. Topics include:

- Theoretical background: the Becker and Tomes (1979) model
- Measurement: the intergenerational elasticity (IGE)
- Unpacking the IGE: Nature or Nurture
- Unpacking the IGE: the role of communities and Chetty’s Equal Opportunity Project
- Measurement: Sibling correlation
- Unpacking the sibling correlation: results from own research

Key references:

- Becker, G. & Tomes., N. (1979). An Equilibrium Theory of the Distribution of Income and Intergenerational Mobility. *Journal of Political Economy*, 87(6): 1153-89.

- Björklund, A. & Jännti, M. (2009). Intergenerational Income Mobility and the Role of Family Background, in *Oxford Handbook of Economic Inequality*, edited by Wiemer Salverda, Brian Nolan, and Timothy Smeeding, 491-521. Oxford: Oxford University Press.
- Black, S.E. & Paul J.D. (2011). Recent Developments in Intergenerational Mobility, in *Handbook of Labor Economics, Vol. 4A*, edited by Orley Ashenfelter and David Card, 1487-541. Amsterdam: Elsevier Science, North Holland.
- Bingley, P. & Cappellari, L. (2014). Correlations of Brothers' Earnings and Intergenerational Transmission, mimeo (<http://www.sole-jole.org/14286.pdf>).
- Bingley, P., Cappellari, L. & Tatsiramos, K. (2015). Family, Community and Long-Term Earnings Inequality (<http://www.sole-jole.org/2015Tatsiramos.pdf>)
- Cappellari, L. (2016), Income Inequality and Social Origins, IZA World of Labor.
- Chetty, Raj, & Hendren, N. (2016). The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects, Harvard University, mimeo. <http://scholar.harvard.edu/hendren/publications/impacts-neighborhoods-intergenerational-mobility-i-childhood-exposure-effects>
- Haider, S.J. & Solon, G. (2006). Life-Cycle Variation in the Association between Current and Lifetime Earnings. *American Economic Review*, 96(4): 1308-20.
- Oreopoulos, P. (2003). The Long-Run Consequences of Living in a Poor Neighborhood. *Quarterly Journal of Economics*, 118(4): 1533-75.
- Solon, G. (1999). Intergenerational Mobility in the Labor Market, in *Handbook of Labor Economics, Vol. 3A*, edited by Orley Ashenfelter and David Card, 1761-1800. Amsterdam: North Holland.

Students' presentations

Day	Presentation session 1	Presentation session 2	Presentation session 3
Monday, 13/3	A. Breinholt, <i>The effect of maternal education on children's academic performance</i>	H. A. Lahtinen, <i>The intergenerational transmission of inequality in voter turnout: A register-based analysis of siblings in the 2015 Finnish parliamentary elections</i>	
	F. I. Ceron, <i>A market safety net: Inequality of educational opportunity in access to Higher Education in Chile</i>	G. Vagni, <i>Inequality and family time</i>	
	Discussant: G. Ballarino	Discussant: F. Bernardi	
Tuesday, 14/3	T. Baier, <i>Within family stratification in cognitive ability and educational attainment - Do parents' educational resources matter?</i>	G. D. Brea Martinez, <i>The Gattopardo's paradox? Intergenerational social status attainment and social mobility in Barcelona's area (18th - 19th centuries)</i>	T. Cano Lopez, <i>A Matter of Time? Parents' Childcare Time and Children Cognitive and Non-cognitive Outcomes</i>
	L. K. Kröger, <i>Sibling similarity in education and labor market outcomes: social origin effects</i>	J. Madia, <i>Do mixed unions foster integration? The educational outcomes of mixed-parentage children in Italy</i>	N. Codioli McMaster, <i>The role of non-cognitive traits in socio-economic disparities in subject choices at university</i>
	Discussant: A. Knigge	Discussant: N. Panichella	Discussant: C. Solera
Wednesday, 15/3	D. R. Galos, <i>Same education, different labour market outcomes. The effect of social origin on labour market outcomes controlling for qualitative difference in education</i>	A. S. Anker, <i>Paternal incarceration and children's educational achievements</i>	
	E. Herbaut, <i>Social background and pathways to success in French higher education. The heterogeneity of performance effects on dropout behaviours</i>	S. Kalucza, <i>The intergenerational patterns of early family formation in Sweden</i>	
	Discussant: F. Torche	Discussant: T. Nazio	
Thursday, 16/3	V. Breuker, <i>The direct effect of social origin on occupational attainment in a comparative perspective</i>	C. Traini, <i>Stratification of education systems. A replication of Bol and Van de Werfhorst's (2013) analyses</i>	
	S. de Leuw, <i>Intergenerational transmission of educational attainment among non-residential parents and their children</i>	Z. J. Van Winkle, <i>Parental resources and the de-standardization of family formation in the United States</i>	
	Discussant: J. Erola	Discussant: C. Monden	

Friday, 17/3

S. Margaryan, *Does education affect attitudes towards immigration? Evidence from Germany*

N. A. Trinh, *Decreasing inequality, increasing mobility: What is the role of labour market policy in intergenerational earnings mobility?*

Discussant: L. Cappellari