Intergenerational Educational Mobility in Europe Online Appendix

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Figures

Figure 1: Average Age of Descendants by Country

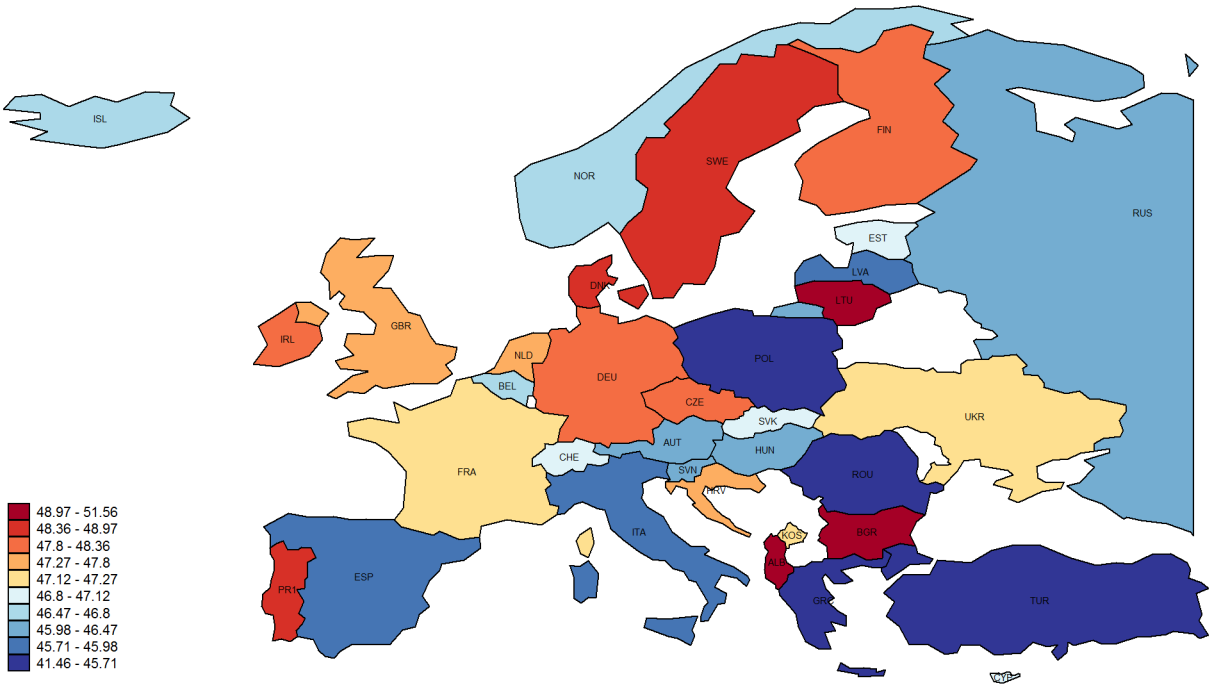


Figure 2: Share of Descendants with *Low* Education by Country

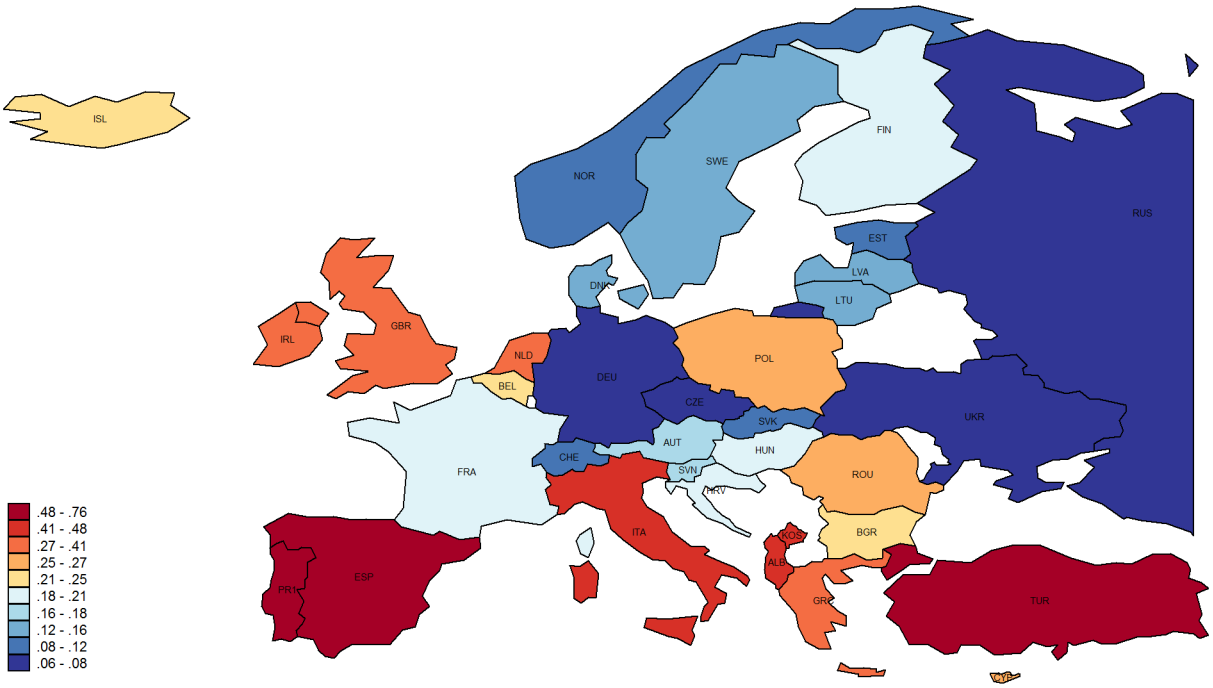


Figure 3: Share of Descendants with *Medium* Education by Country

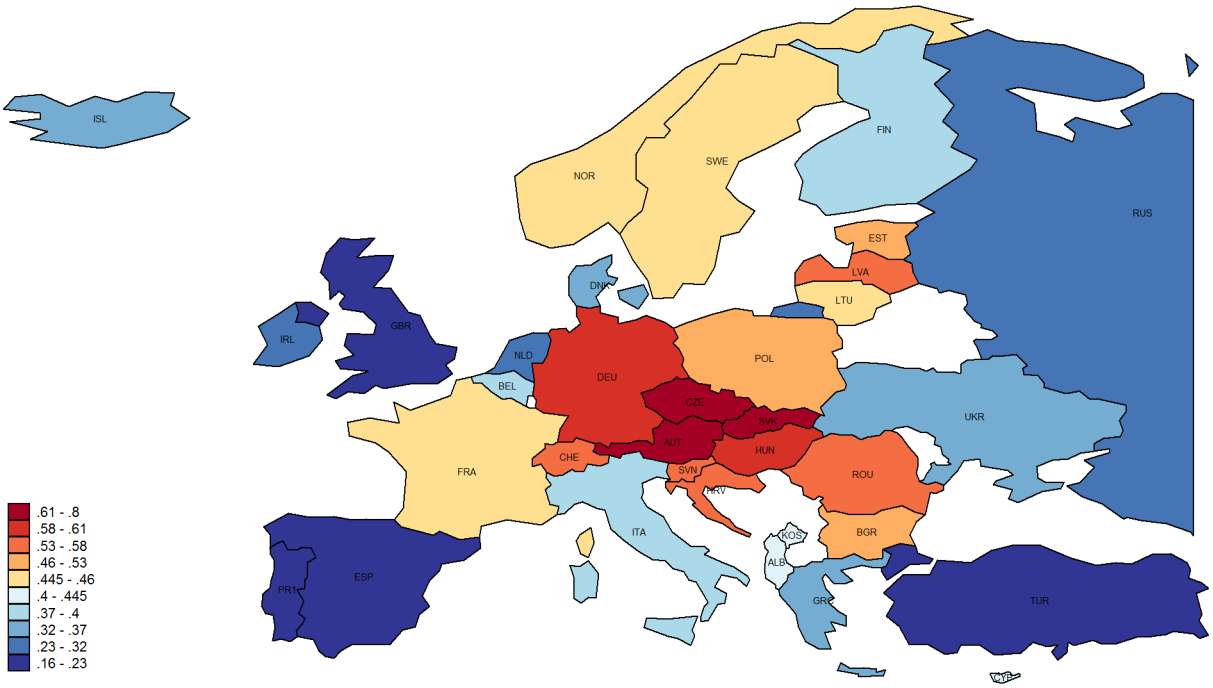


Figure 4: Share of Descendants with *High* Education by Country

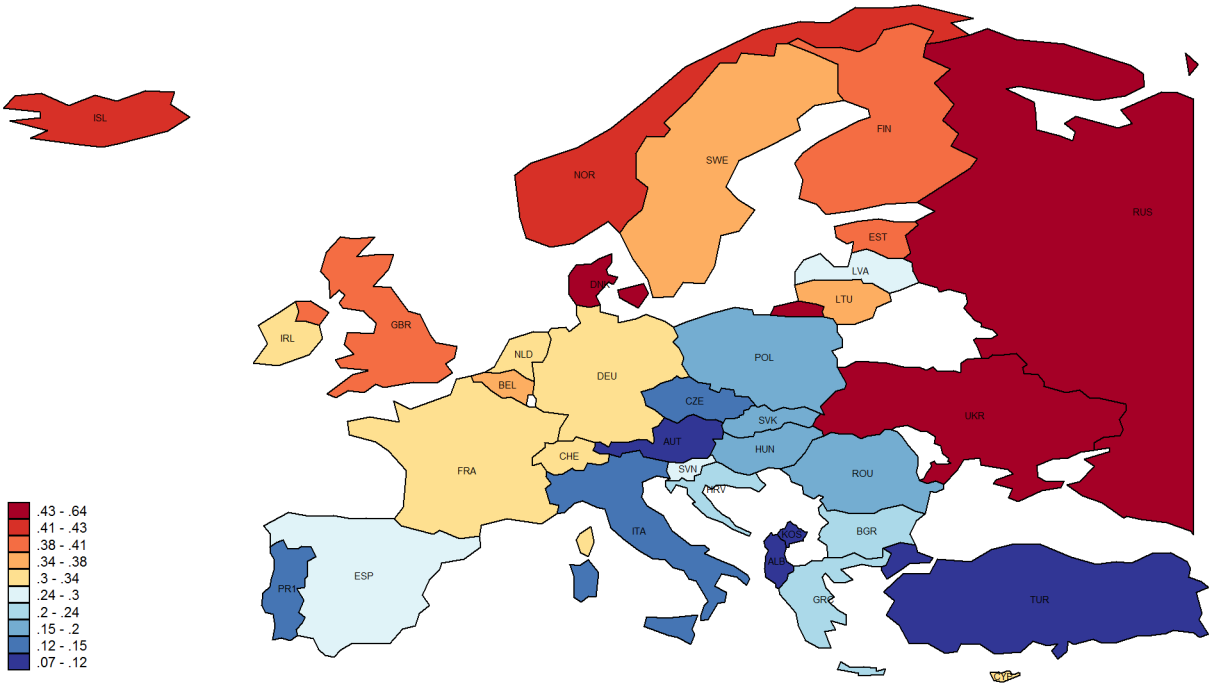


Figure 5: Share of Descendants with *Low Better-Educated* Parents by Country

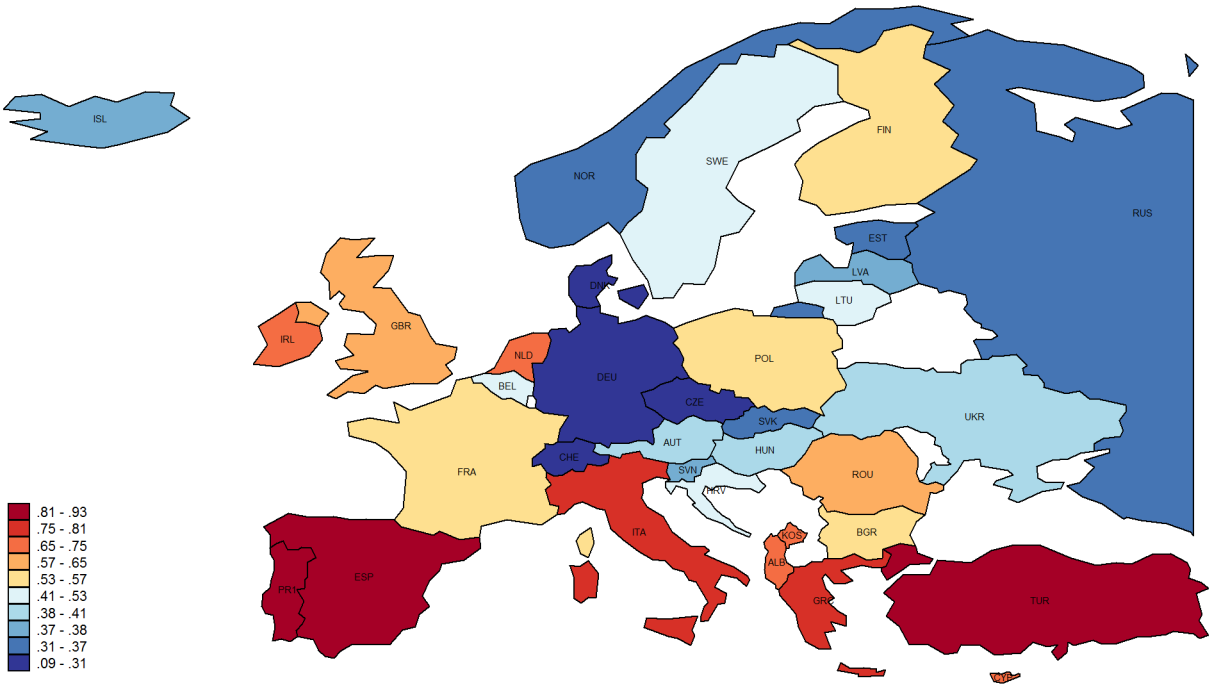


Figure 6: Share of Descendants with *Medium Better-Educated* Parents by Country

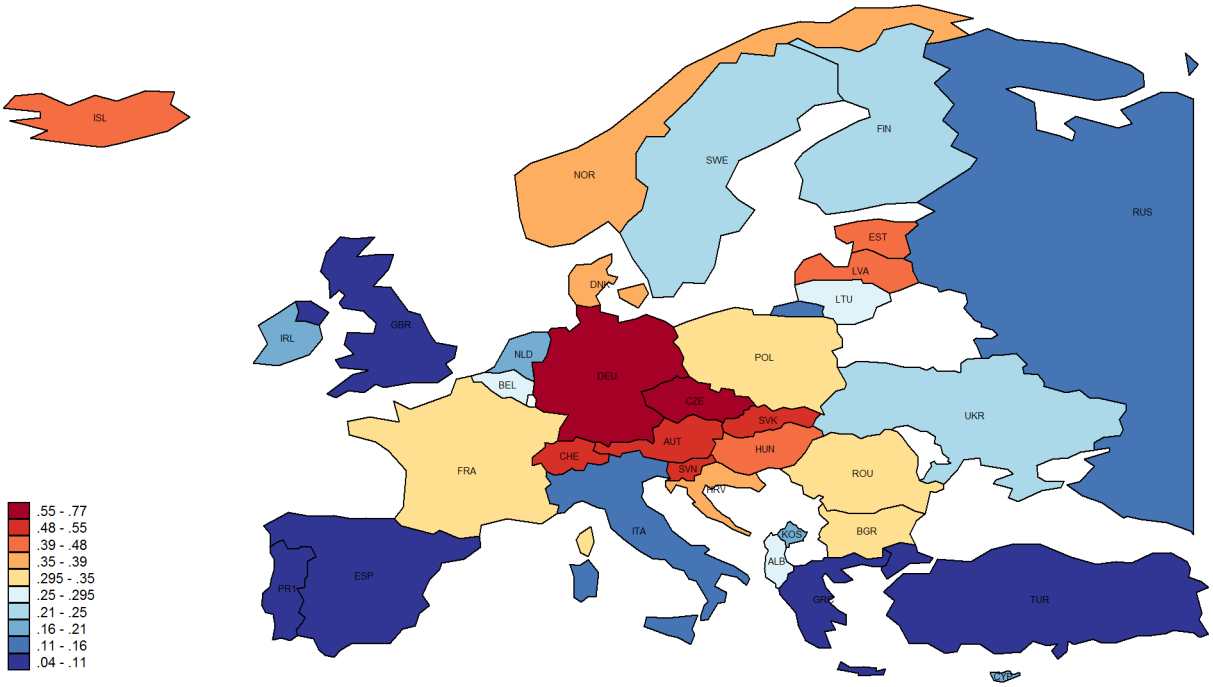


Figure 7: Share of Descendants with *High Better-Educated* Parents by Country

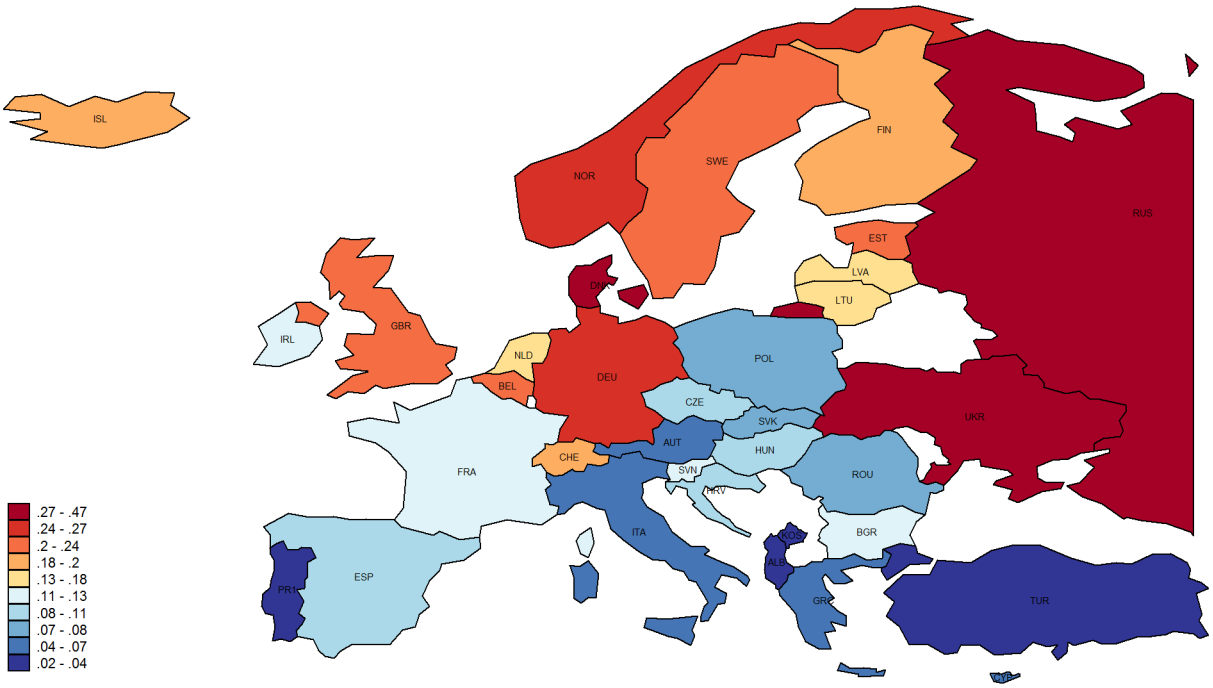
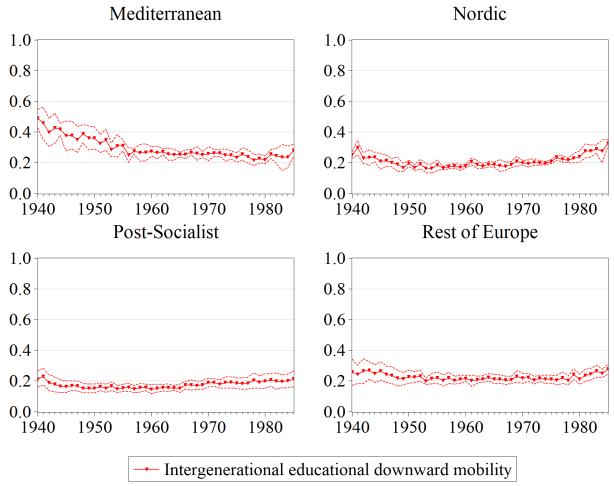


Figure 8: Intergenerational Educational Downward Mobility by Country Group



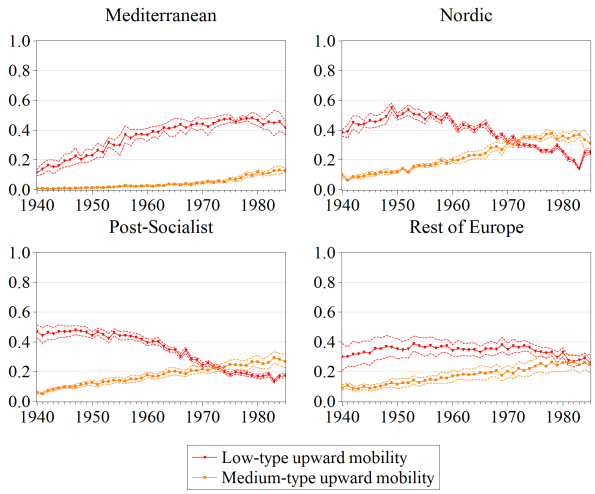
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 9: Intergenerational Educational Downward Mobility by Country



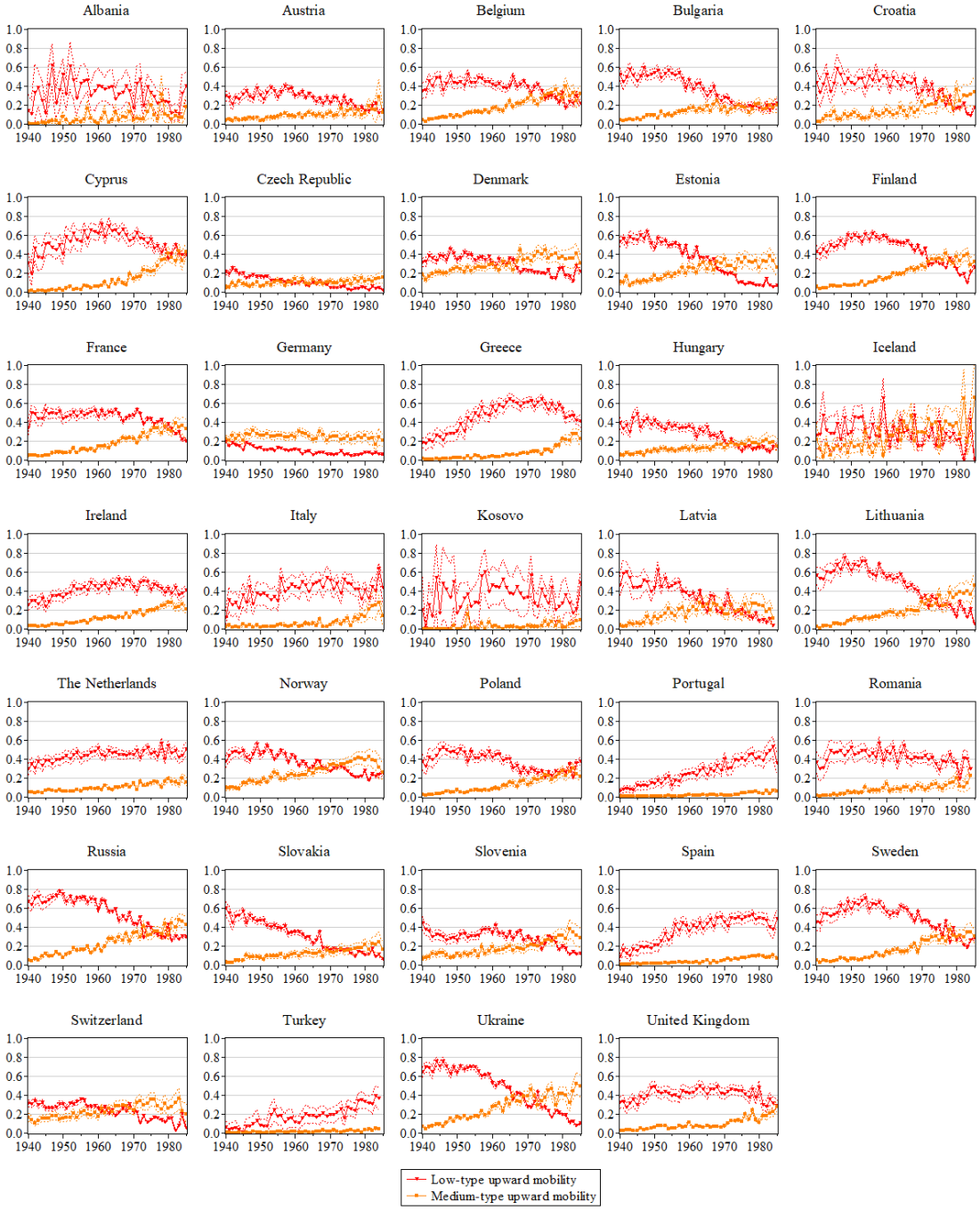
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 10: Intergenerational Upward Mobility Types by Country Group



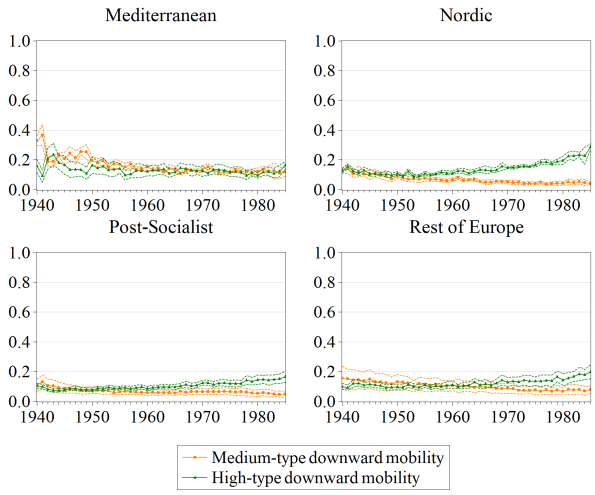
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 11: Intergenerational Upward Mobility Types by Country



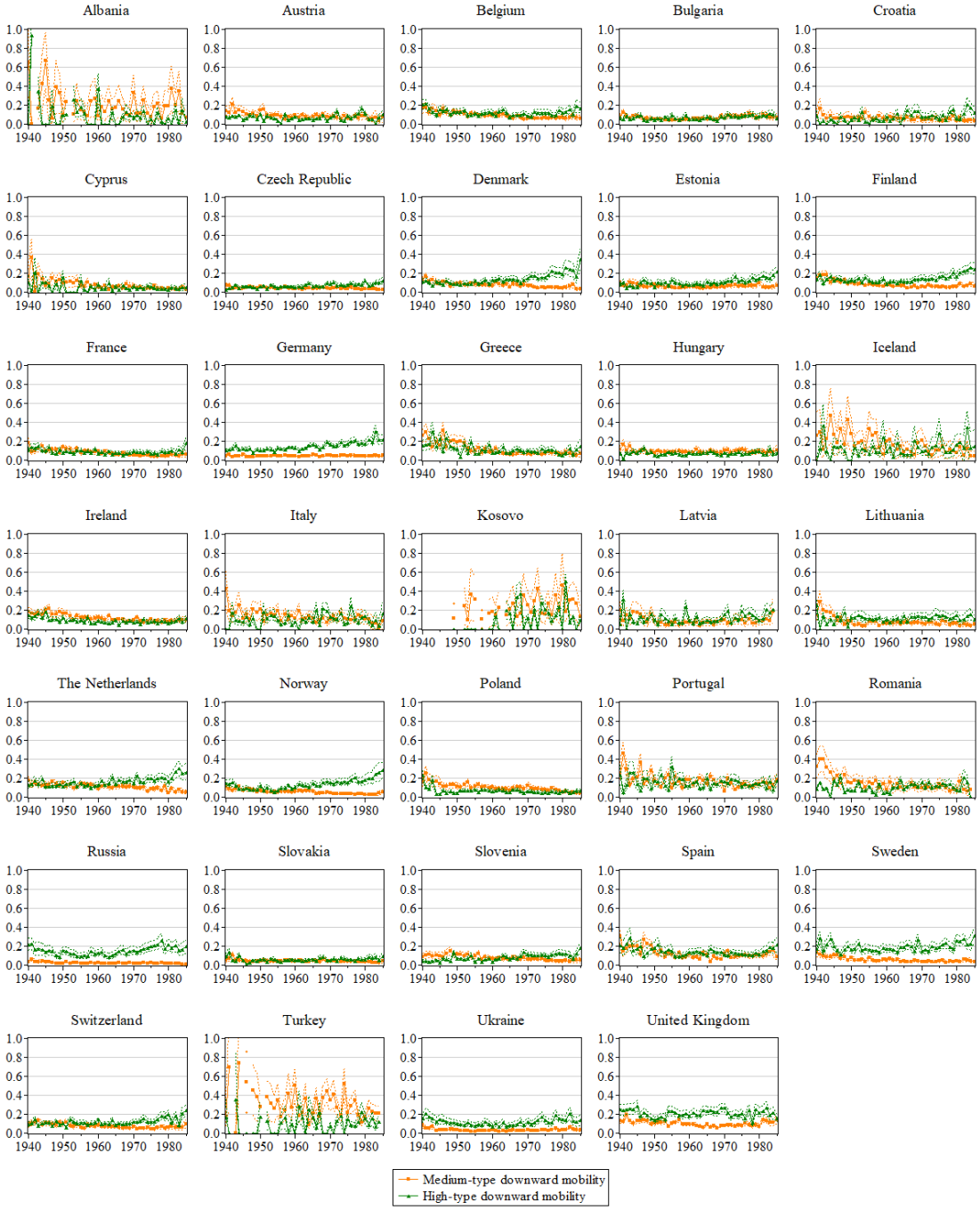
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 12: Intergenerational Downward Mobility Types by Country Group



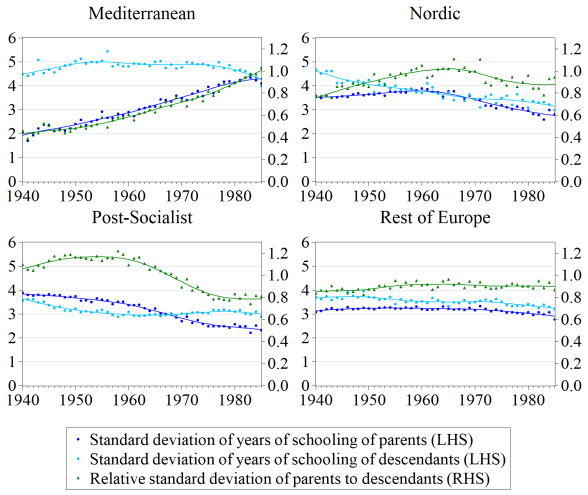
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 13: Intergenerational Downward Mobility Types by Country



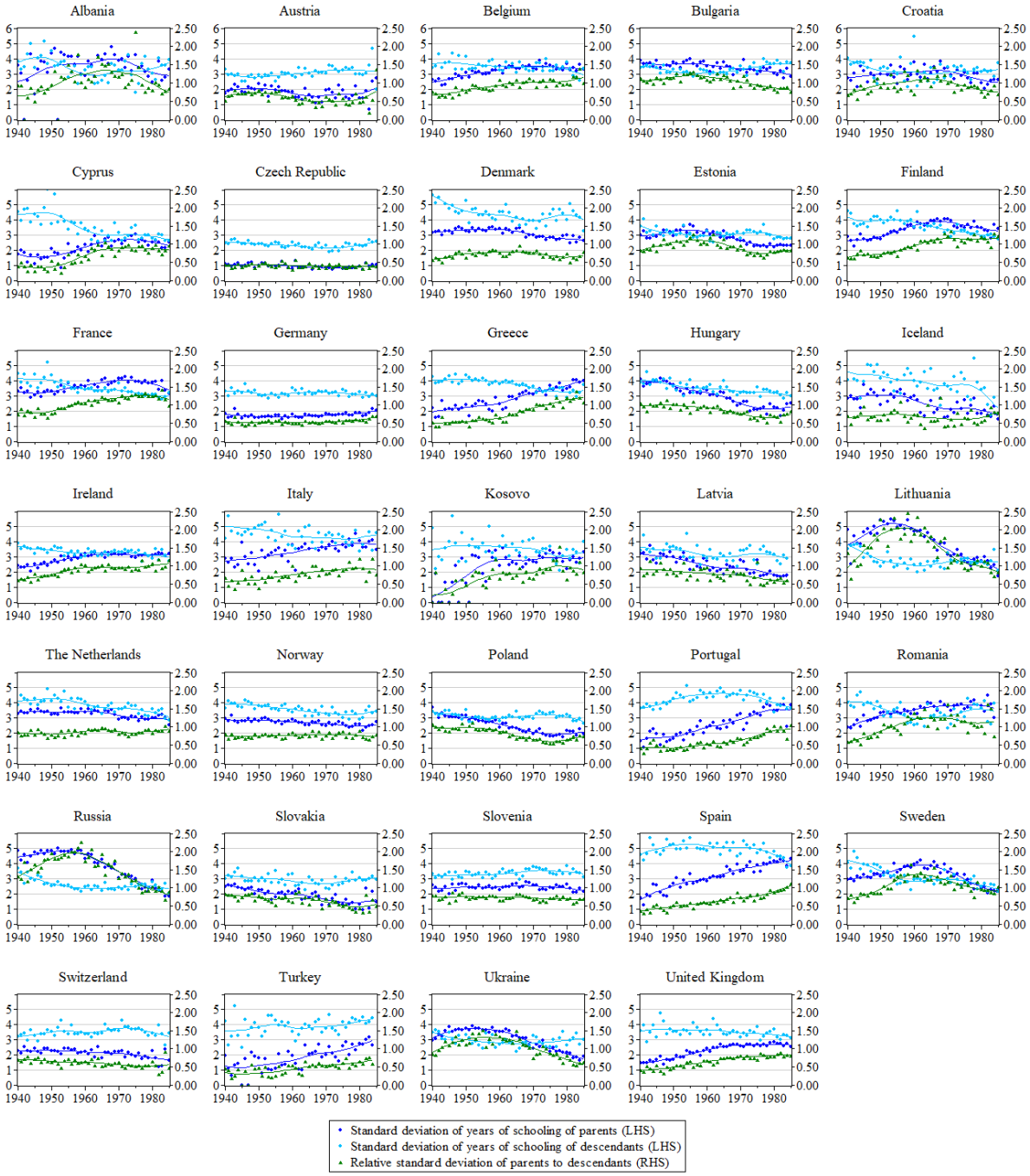
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 14: Standard Deviation of Years of Schooling by Country Group



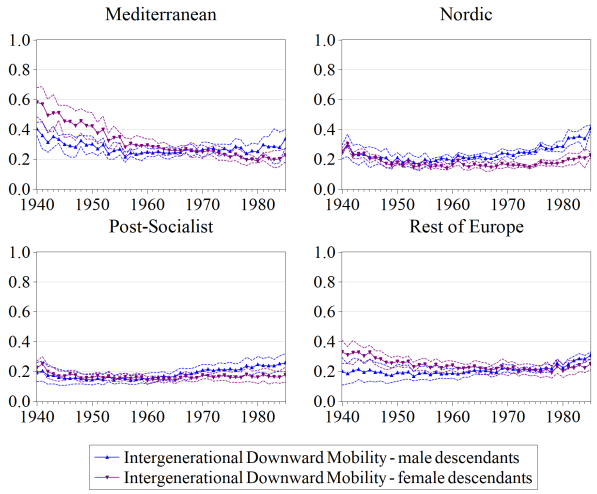
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest.

Figure 15: Standard Deviation of Years of Schooling by Country



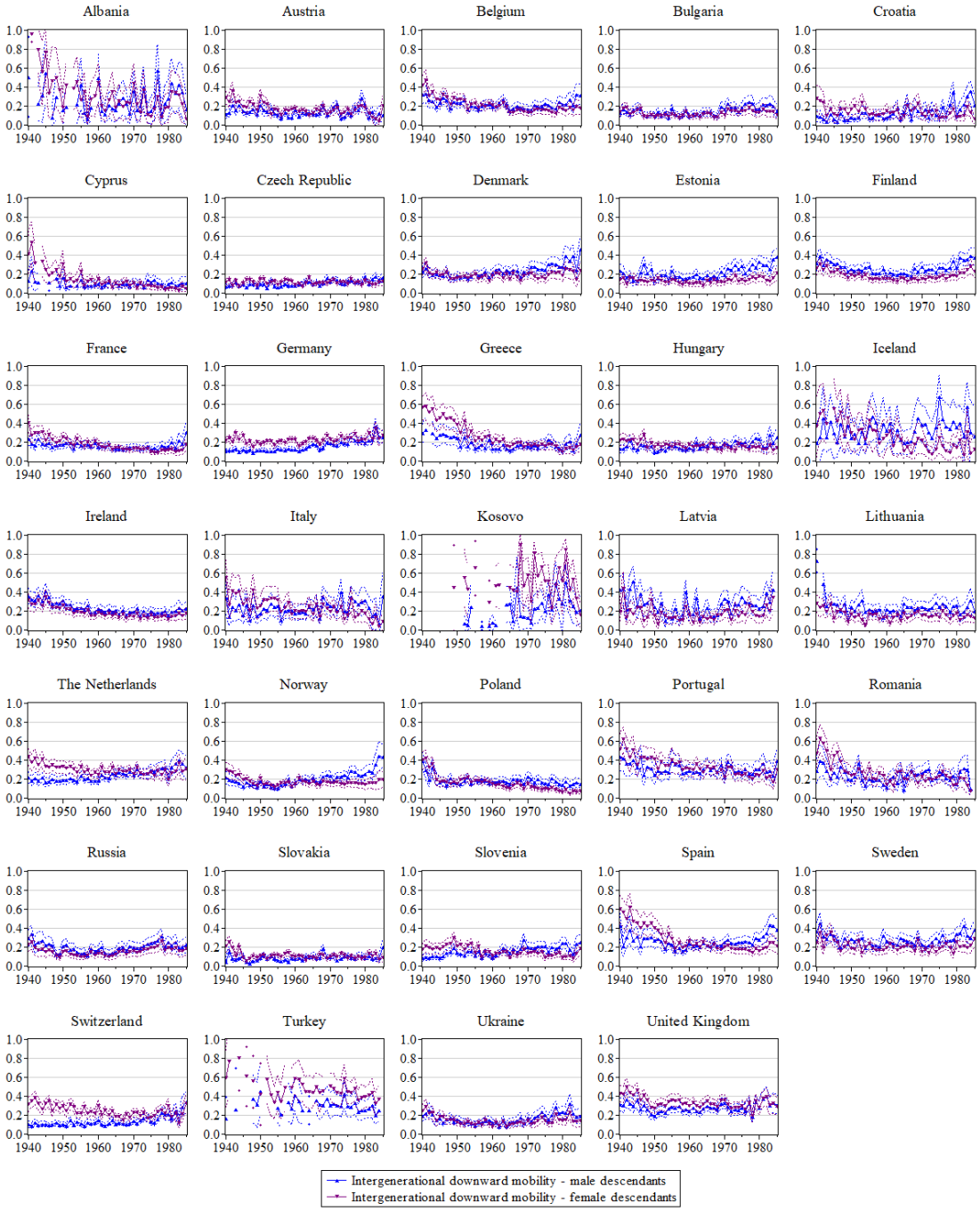
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest.

Figure 16: Intergenerational Educational Downward Mobility by Gender and Country Group



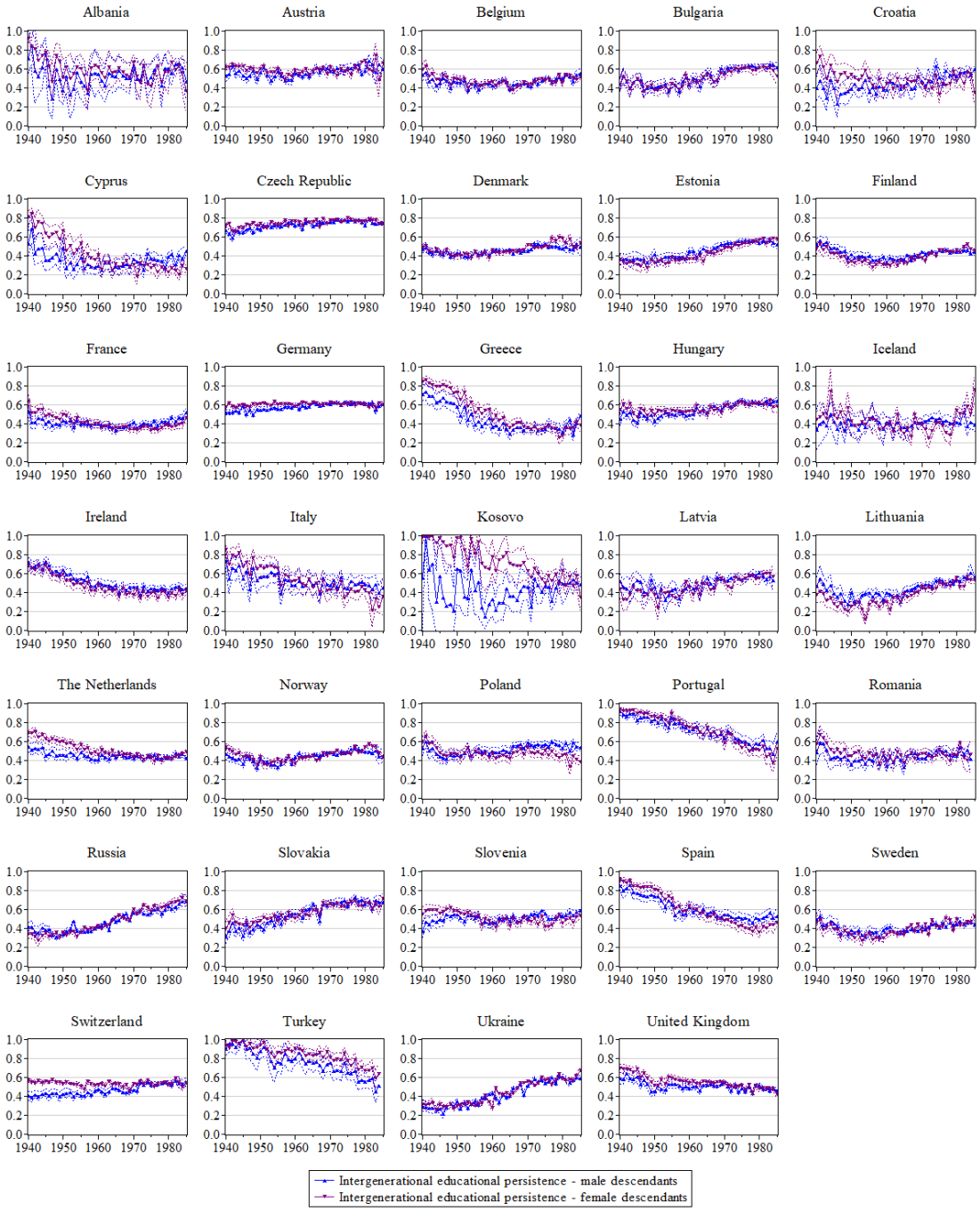
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Purple and blue lines correspond to female and male intergenerational educational downward mobility, respectively. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 17: Intergenerational Educational Downward Mobility by Gender and Country



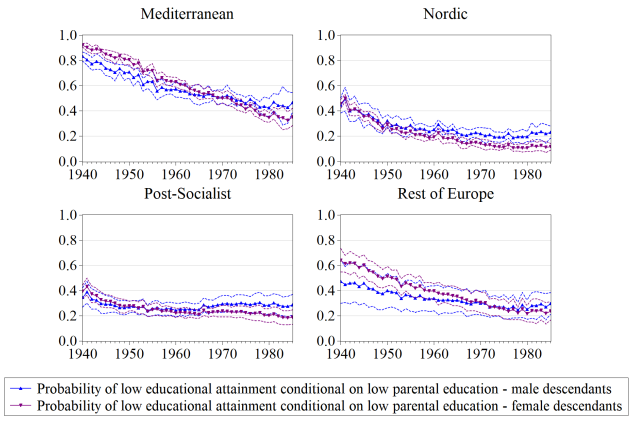
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Purple and blue lines correspond to female and male intergenerational educational downward mobility, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

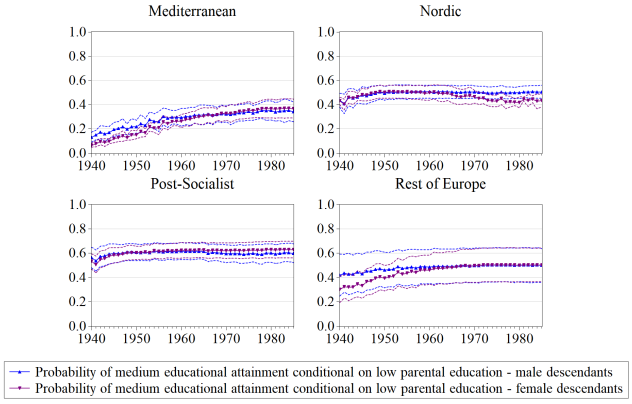
Figure 18: Intergenerational Educational Persistence by Gender and Country

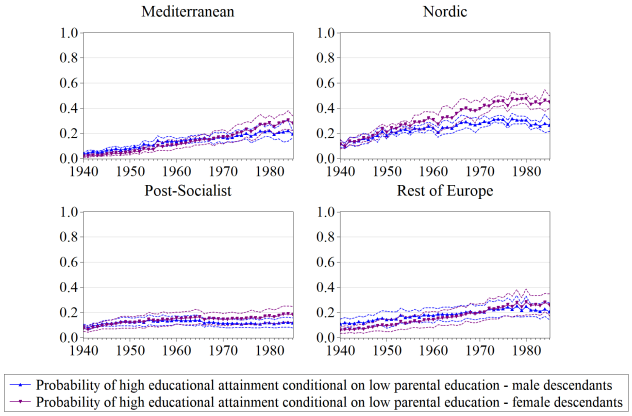


† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Purple and blue lines correspond to female and male intergenerational educational persistence, respectively. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 19: Intergenerational Educational Transition Probability by Country Group & Gender Conditional on *Low* Parental Education

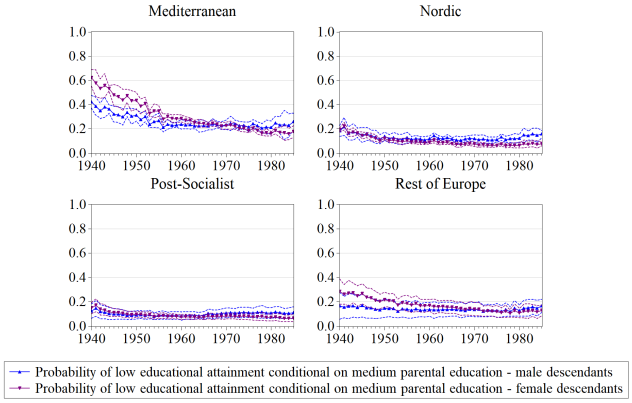


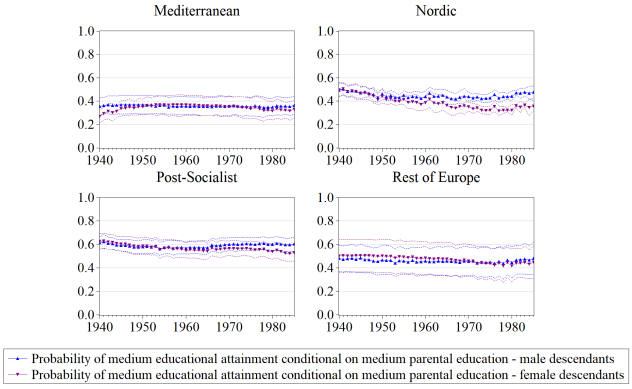


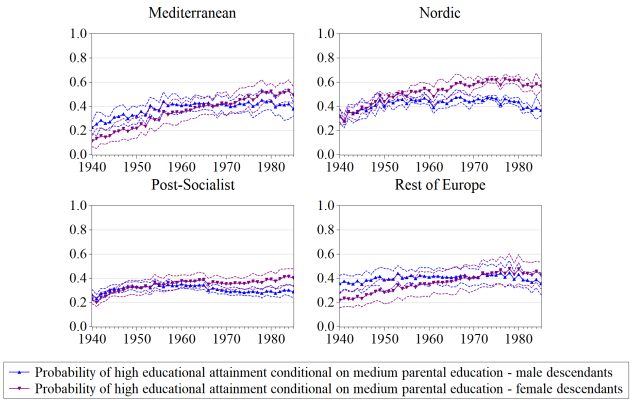


† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 20: Intergenerational Educational Transition Probability by Country Group & Gender Conditional on *Medium* Parental Education

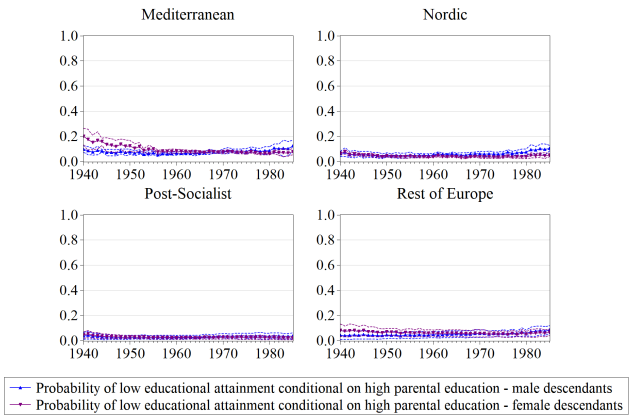


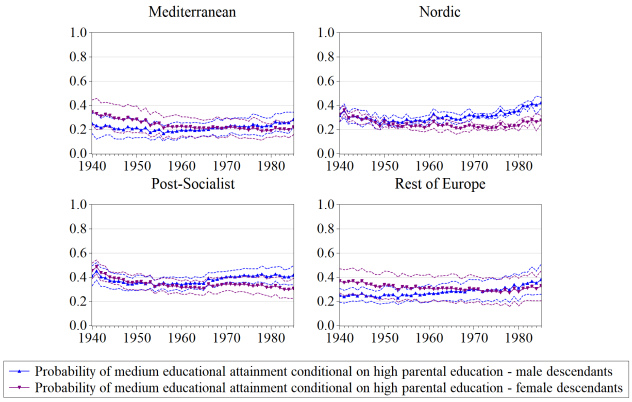


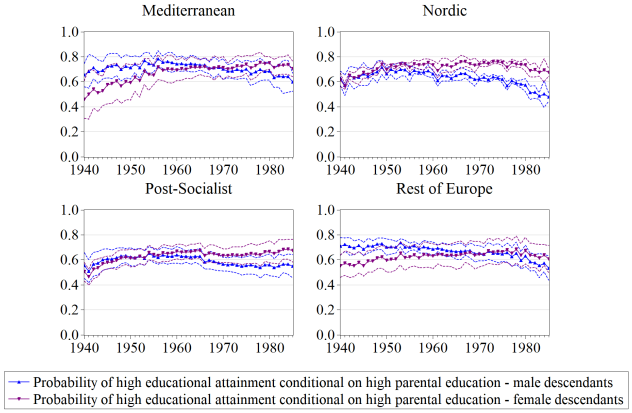


† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 21: Intergenerational Educational Transition Probability by Country Group & Gender Conditional on *High* Parental Education

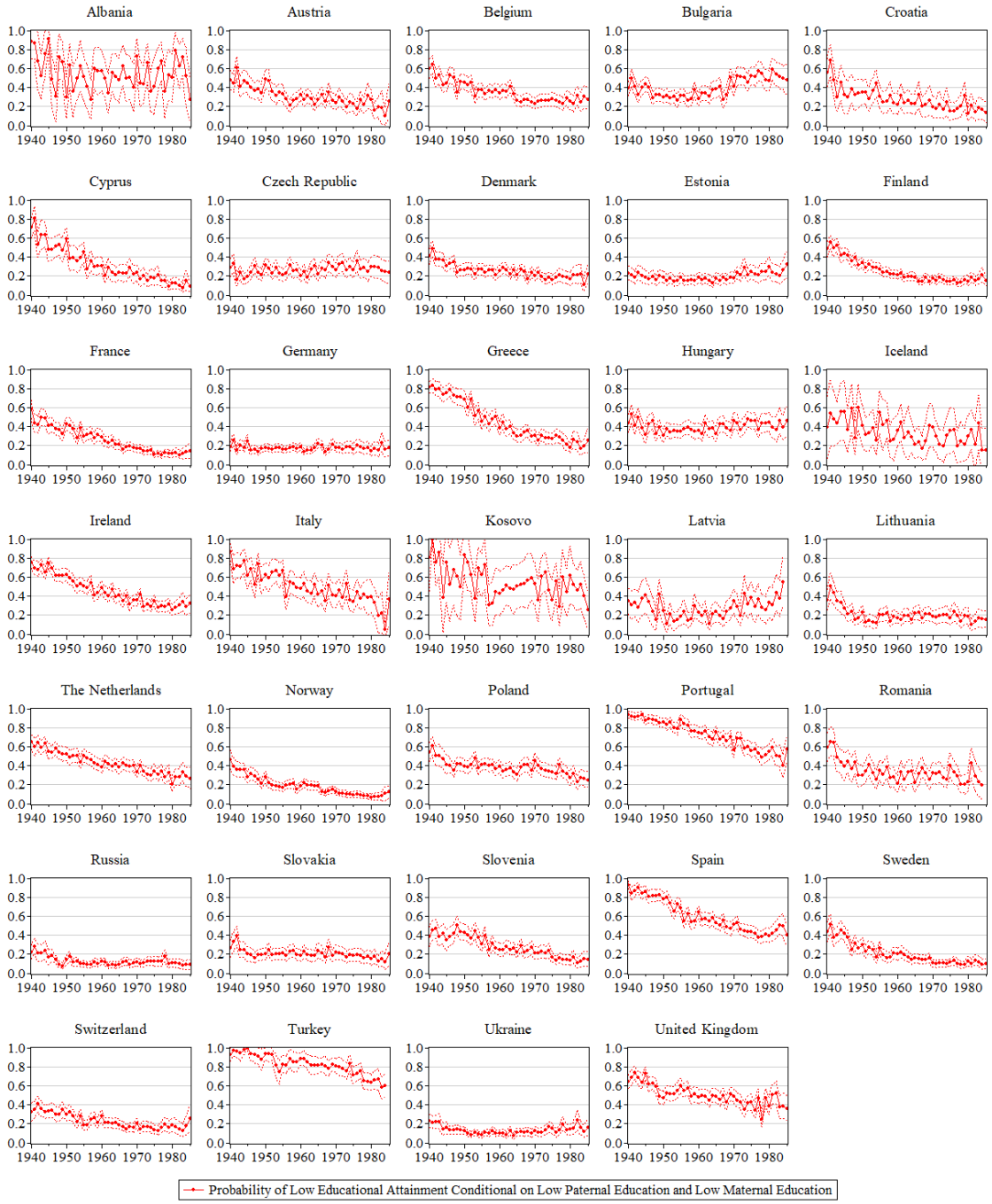






† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 22: *Low* Education Prob. Conditional on *Low* Parental Education by Country



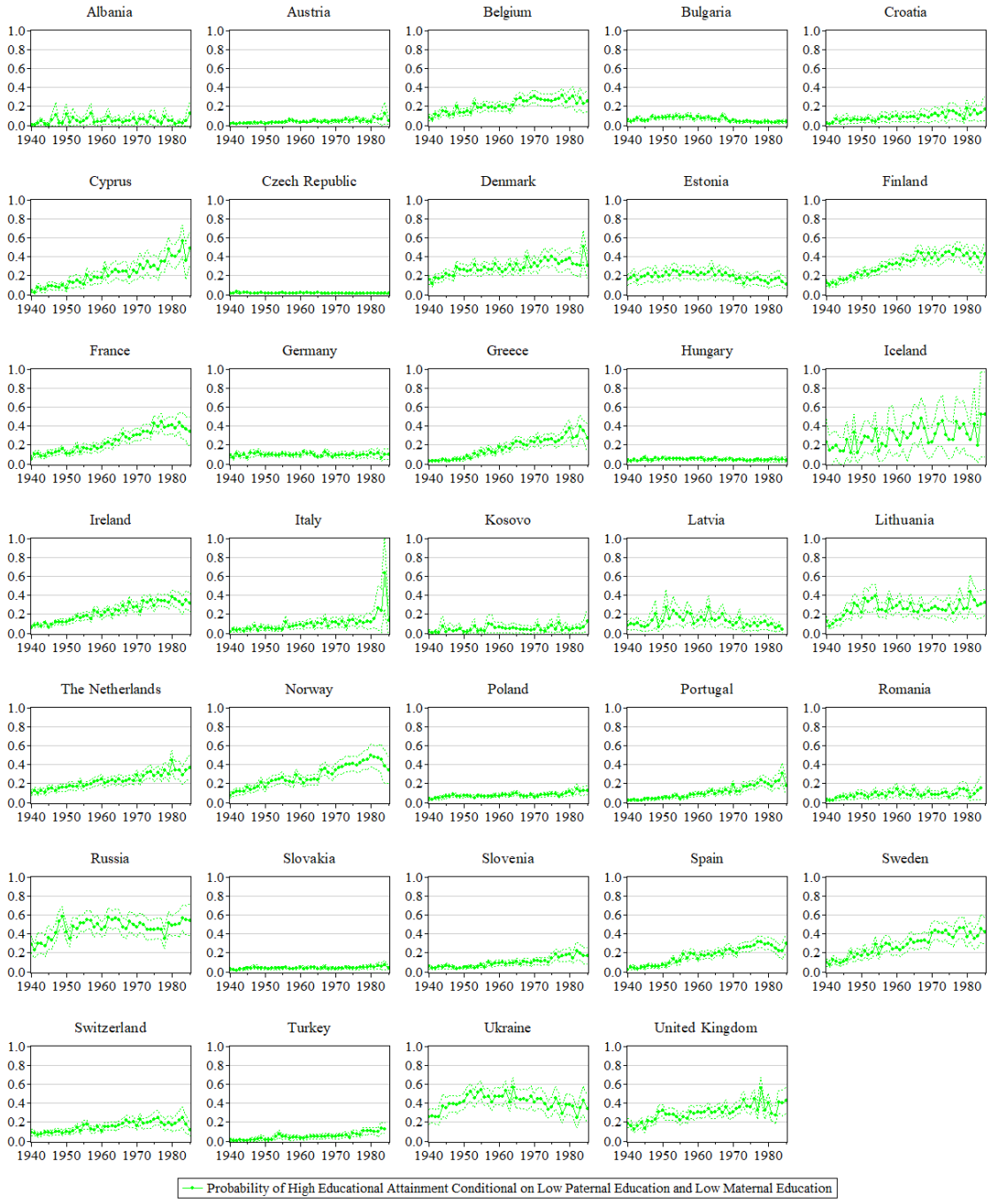
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 23: *Medium* Education Prob. Conditional on *Low* Parental Education by Country



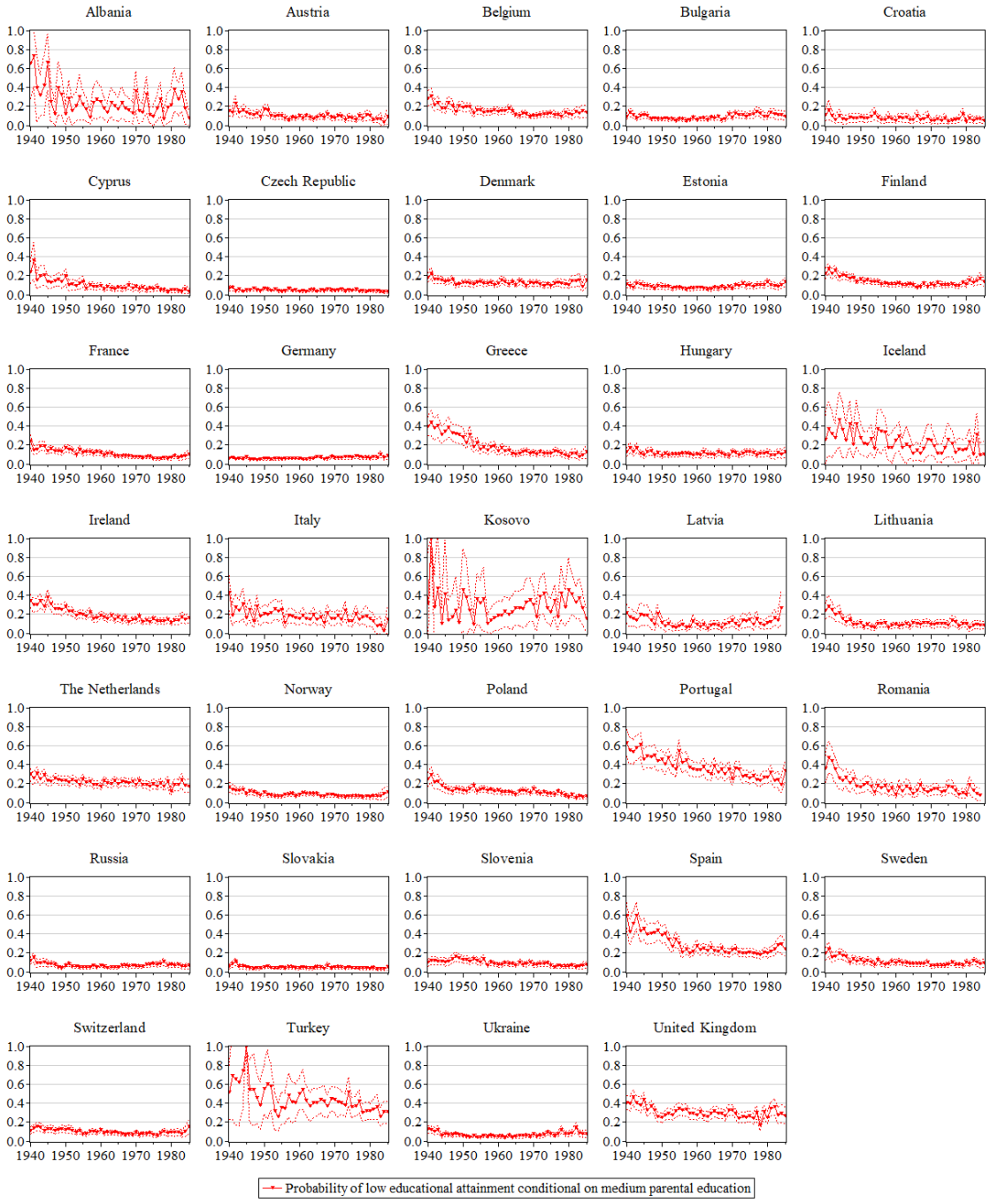
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 24: *High* Education Prob. Conditional on *Low* Parental Education by Country



† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 25: *Low* Education Prob. Conditional on *Medium* Parental Education by Country



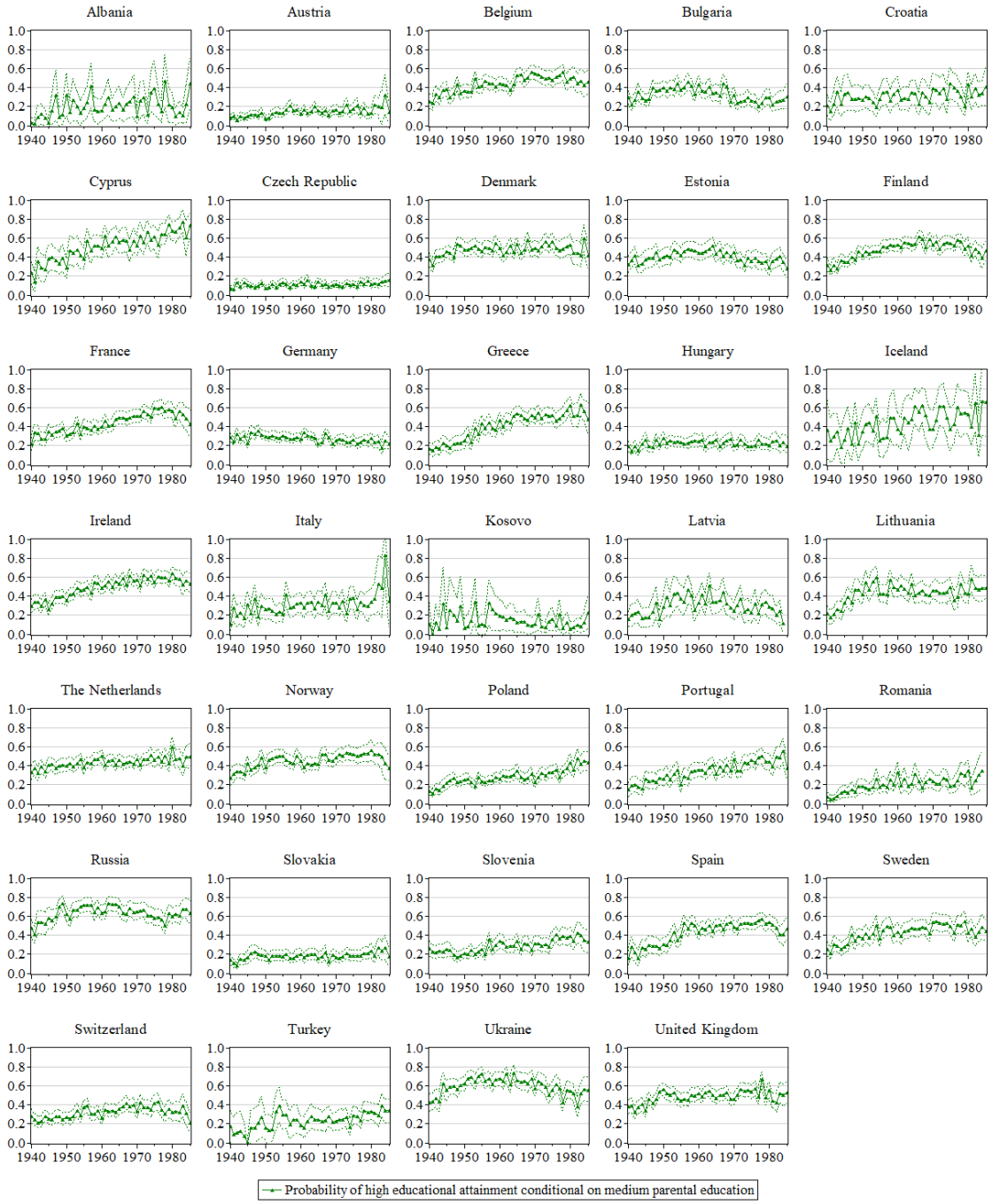
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 26: *Medium* Education Prob. Conditional on *Medium* Parental Education by Country



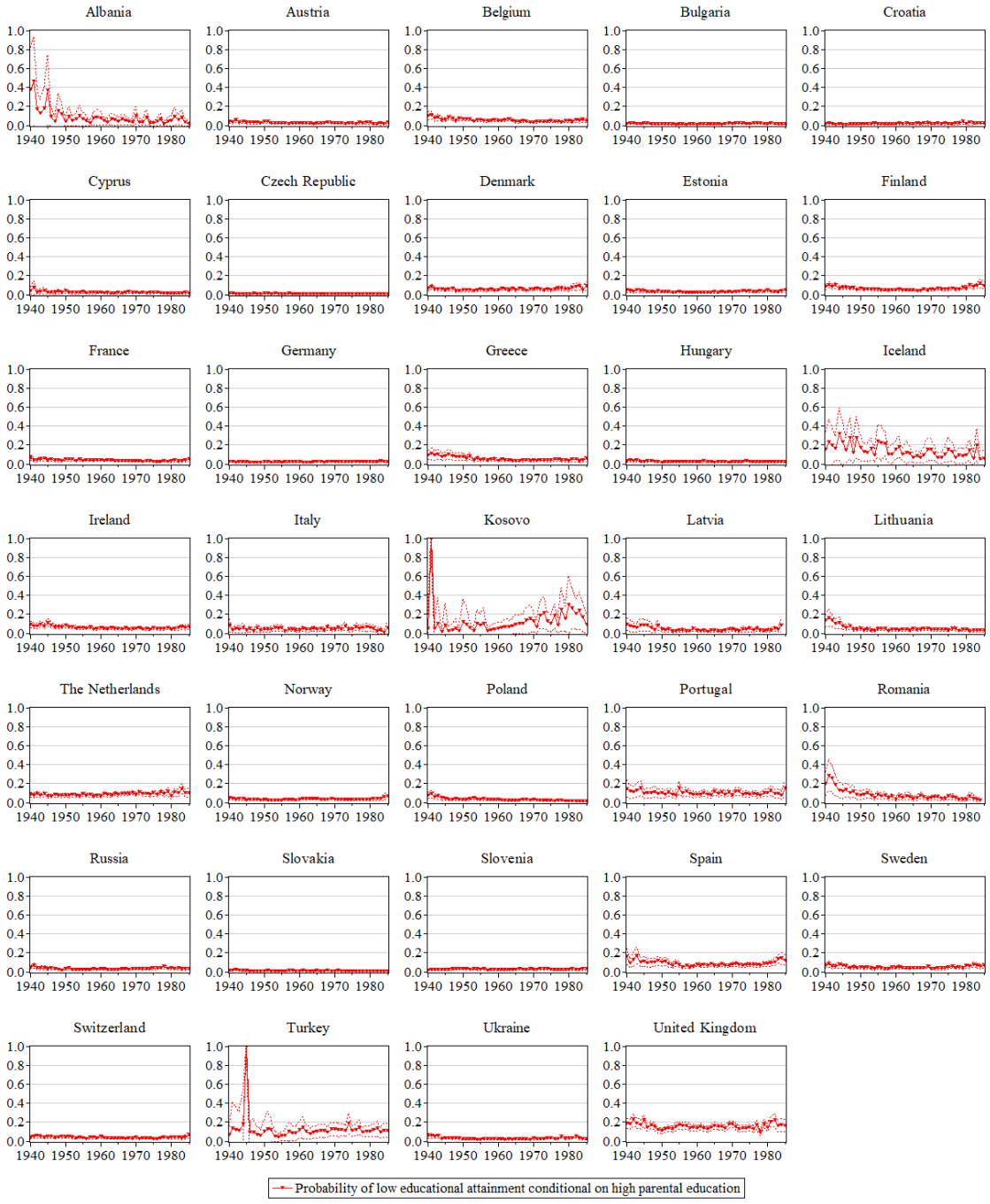
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 27: *High* Education Prob. Conditional on *Medium* Parental Education by Country



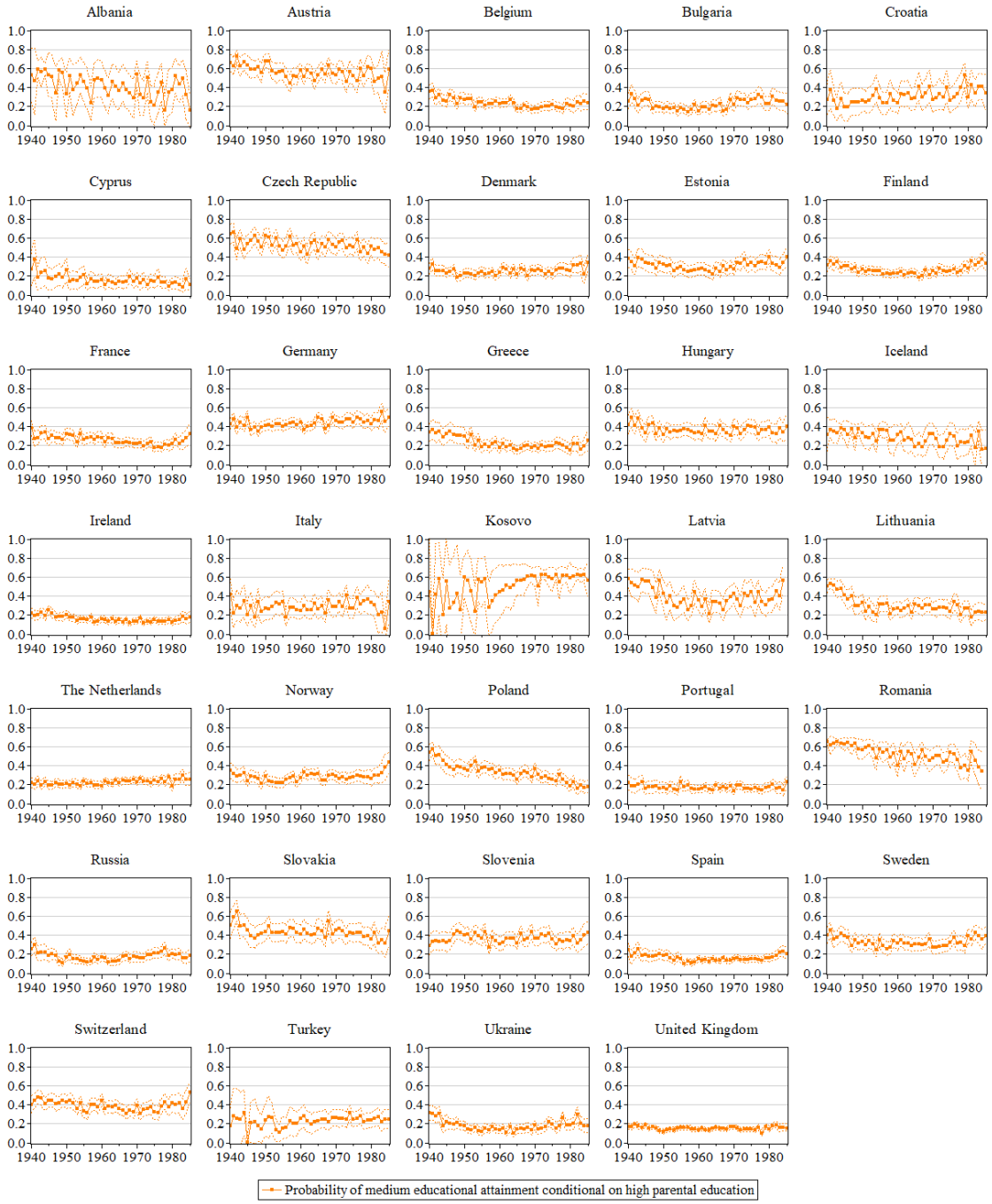
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 28: *Low* Education Prob. Conditional on *High* Parental Education by Country



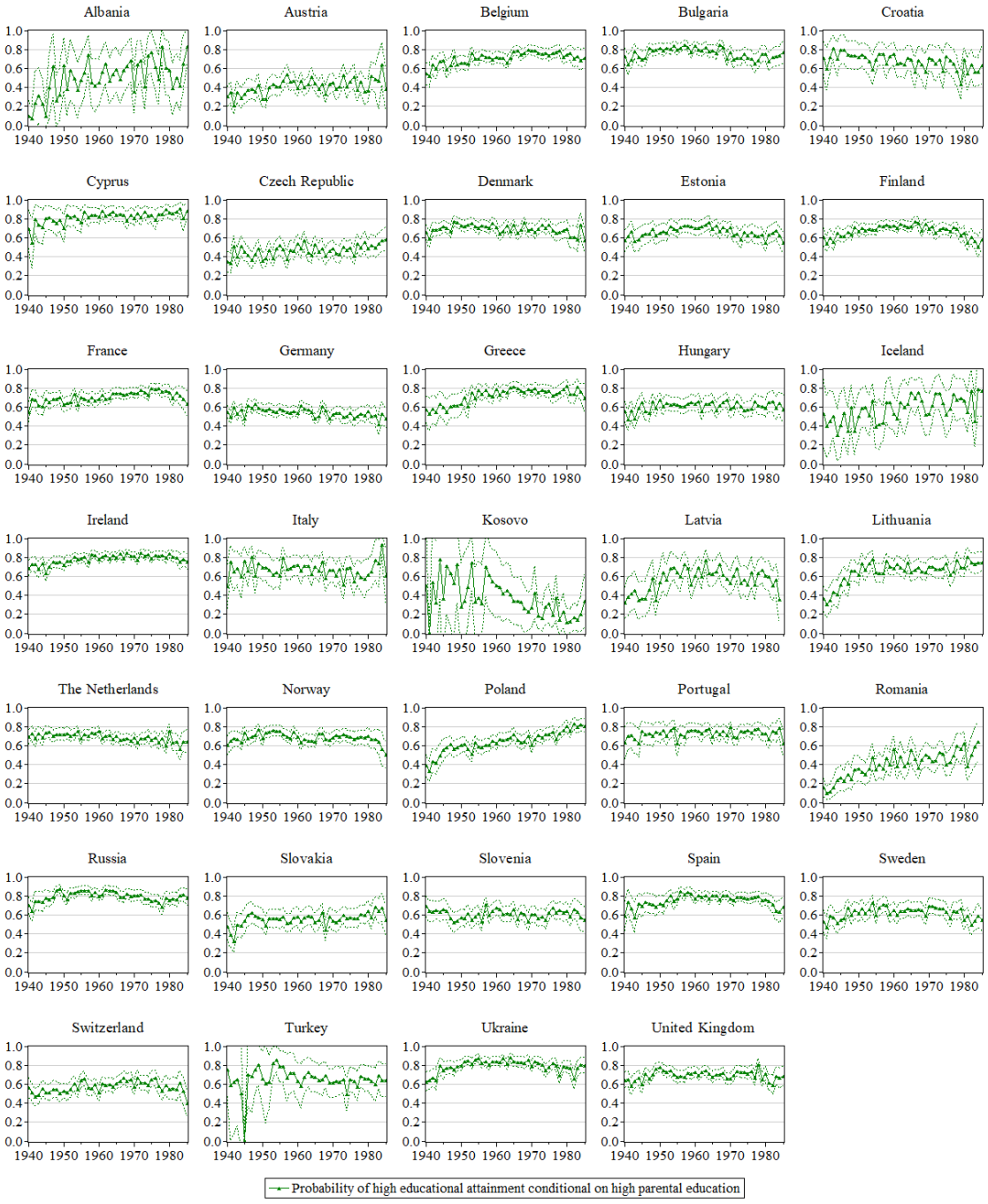
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 29: *Medium* Education Prob. Conditional on *High* Parental Education by Country



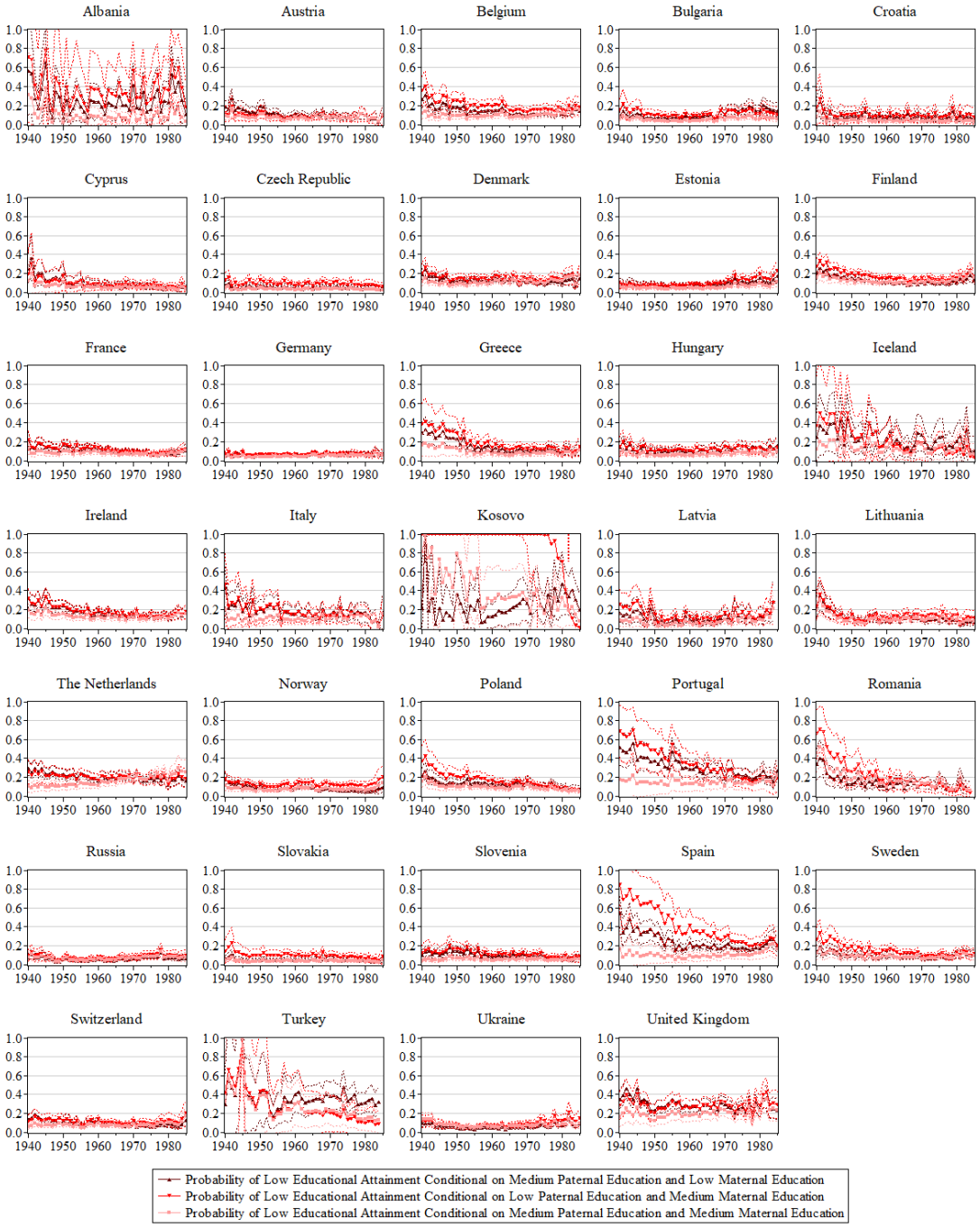
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 30: *High* Education Prob. Conditional on *High* Parental Education by Country



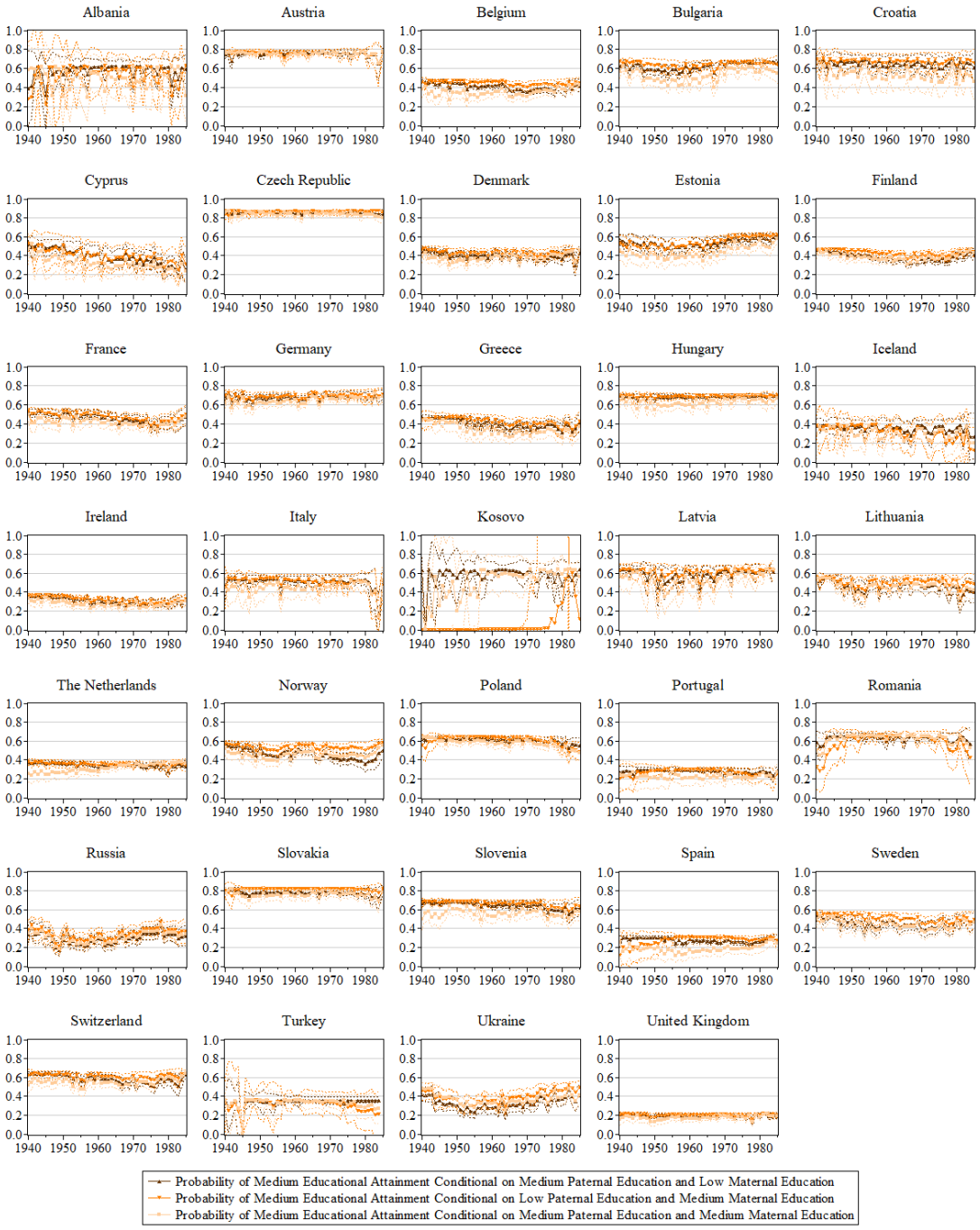
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 31: *Low* Education Prob. Conditional on *Medium* Parental Edu. Combinations by Country



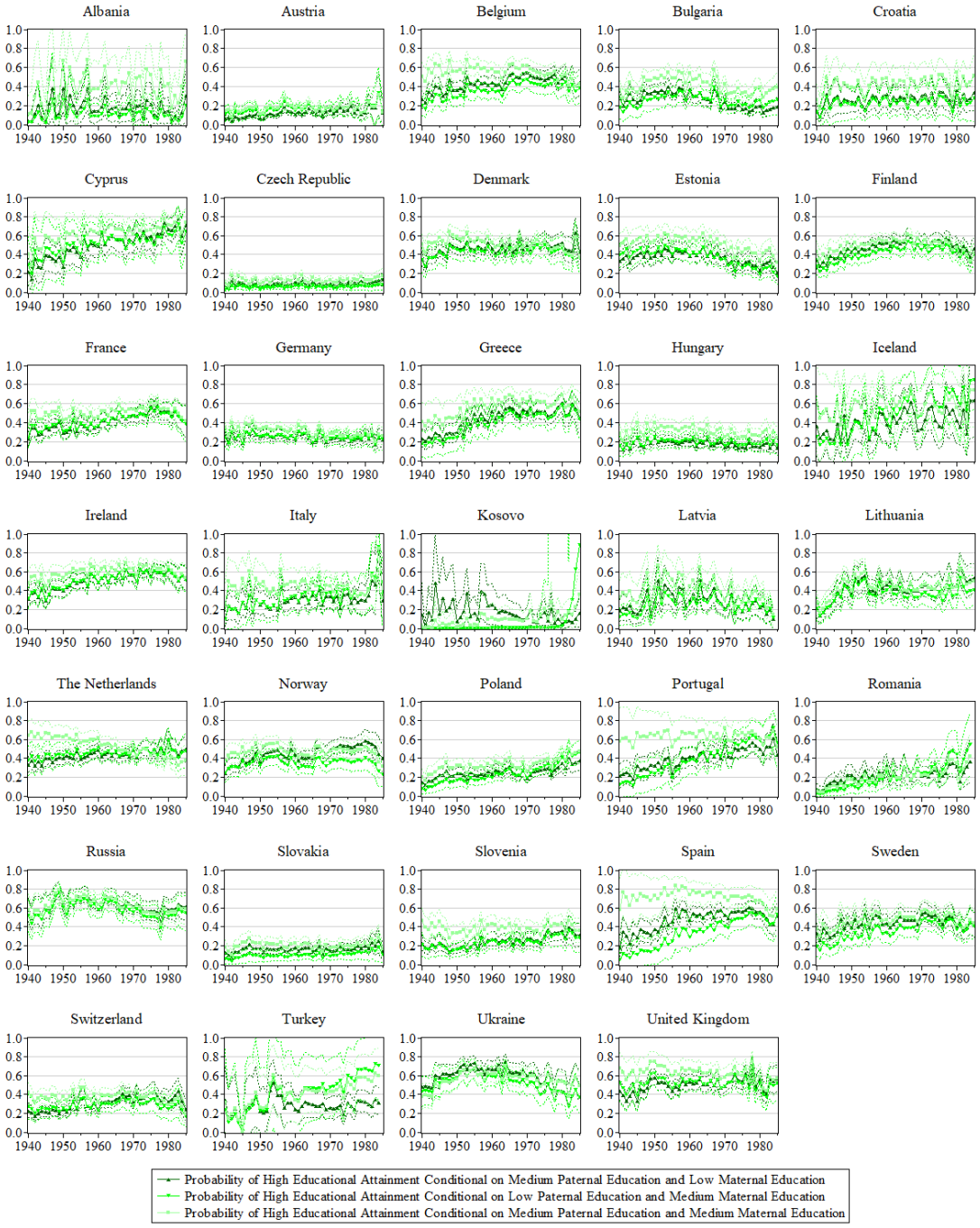
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines (at different depth levels) correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 32: *Medium* Education Prob. Conditional on *Medium* Parental Edu. Combinations by Country



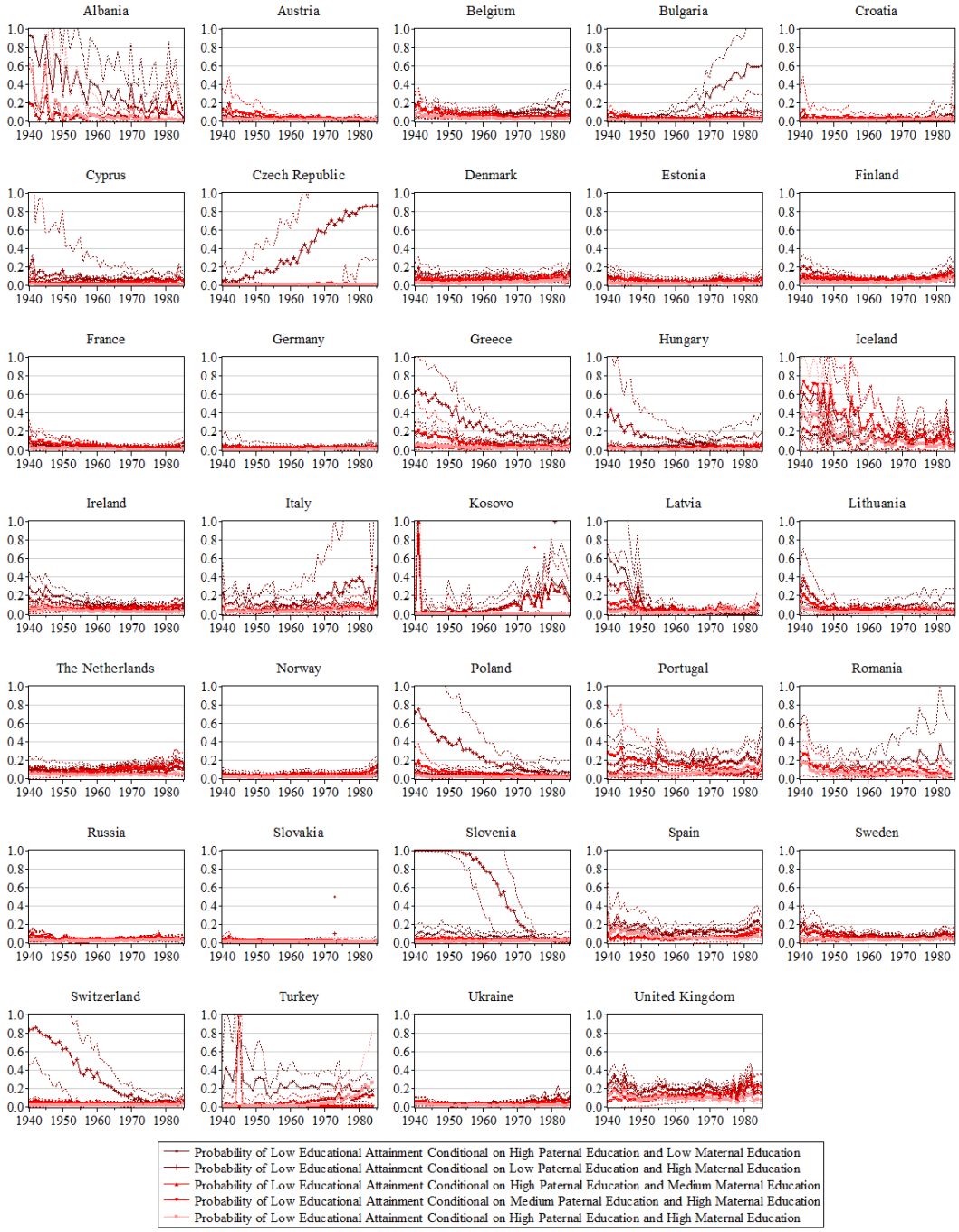
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines (at different depth levels) correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 33: *High* Education Prob. Conditional on *Medium* Parental Edu. Combinations by Country



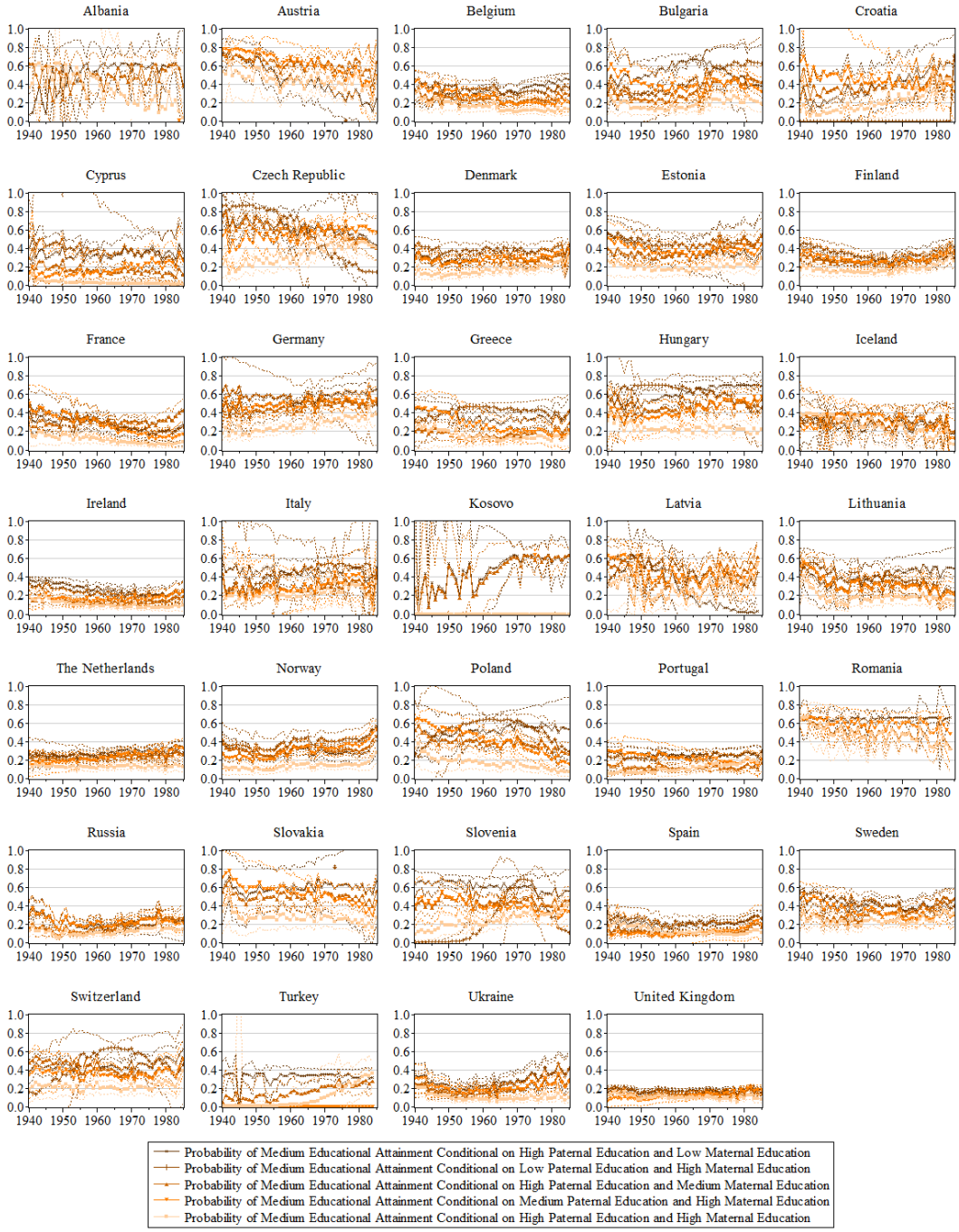
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines (at different depth levels) correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 34: *Low* Education Prob. Conditional on *High* Parental Edu. Combinations by Country



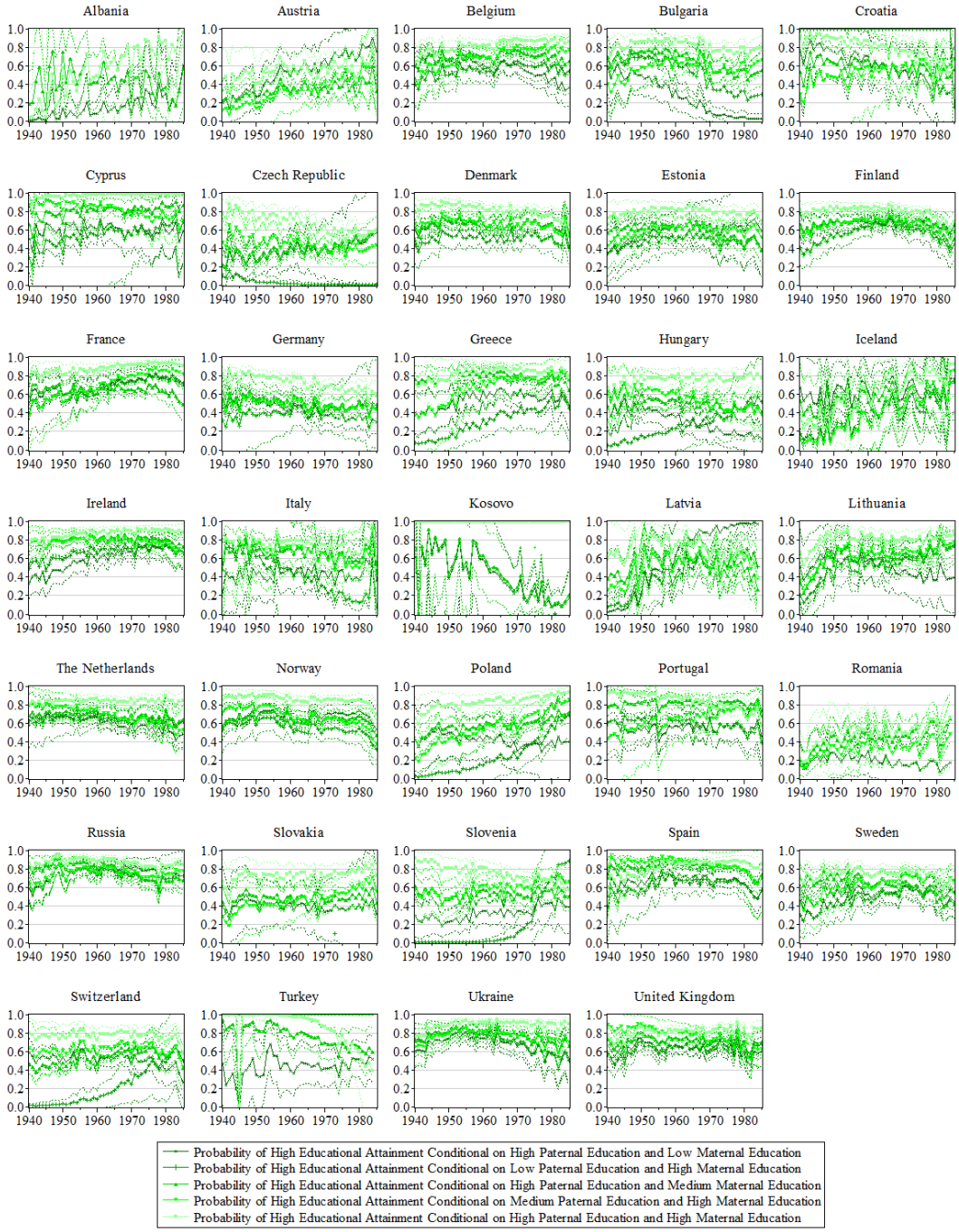
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines (at different depth levels) correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 35: *Medium* Education Prob. Conditional on *High* Parental Edu. Combinations by Country



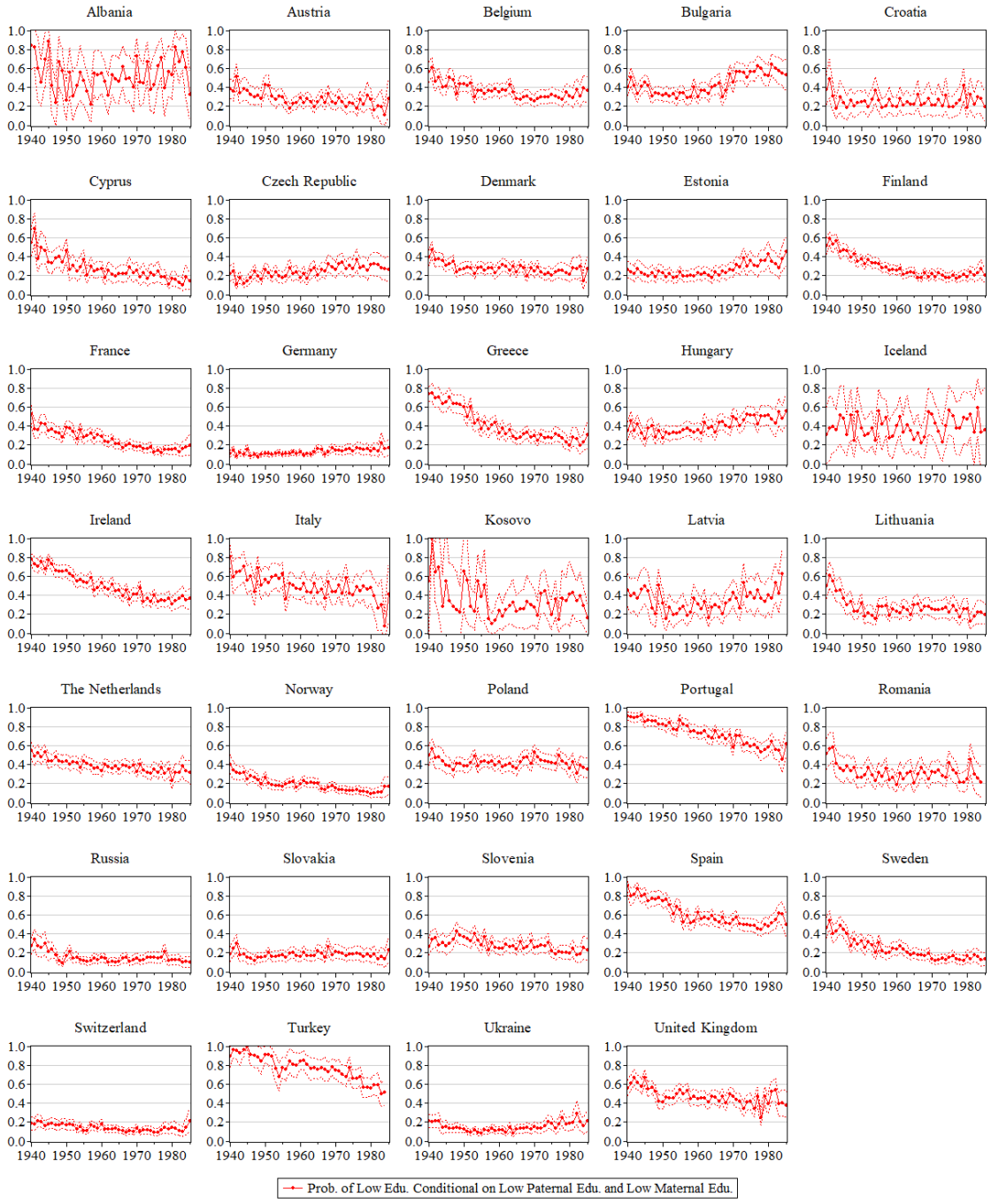
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines (at different depth levels) correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 36: *High* Education Prob. Conditional on *High* Parental Edu. Combinations by Country



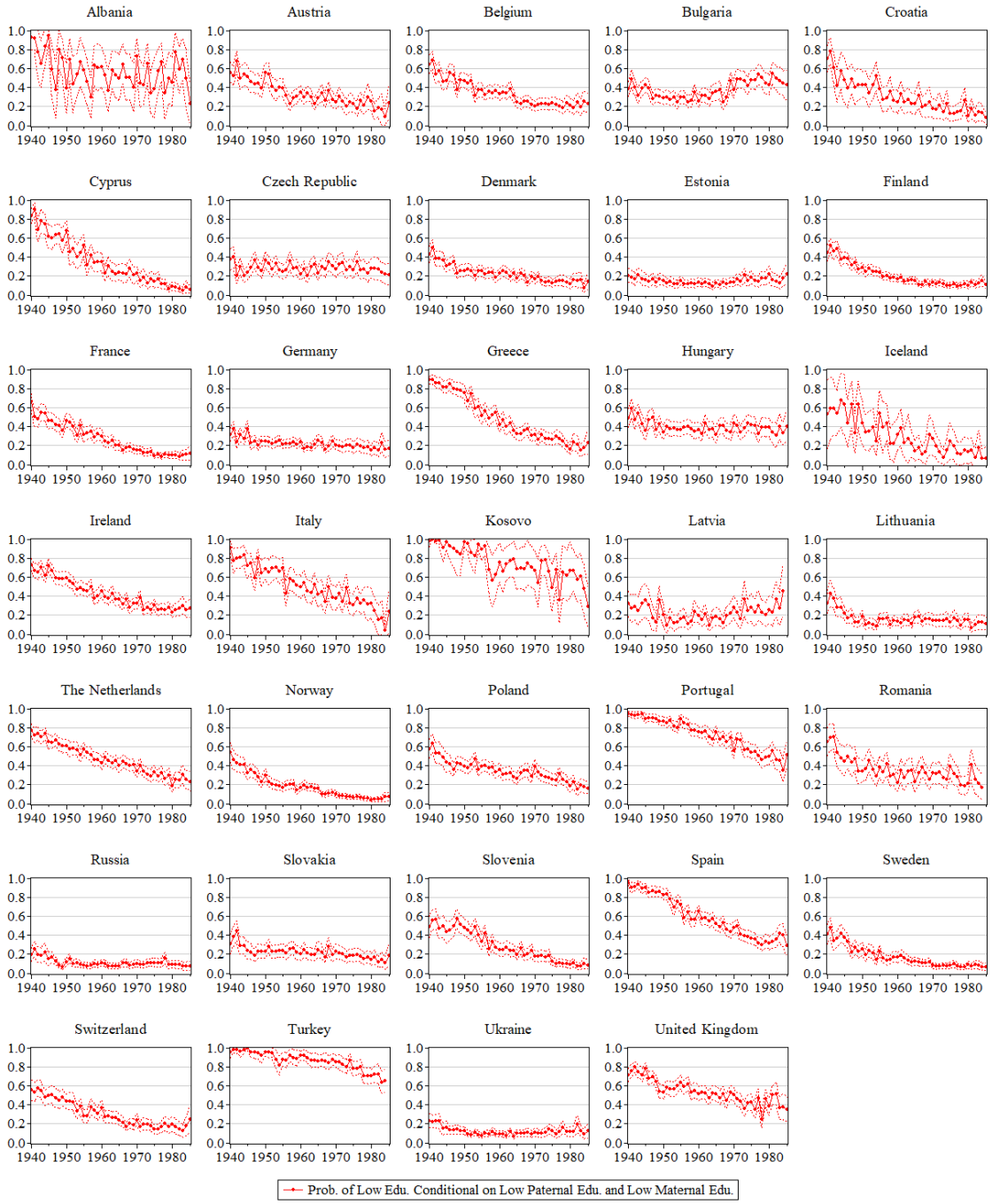
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines (at different depth levels) correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 37: Males's *Low* Edu. Prob. Conditional on *Low* Parental Edu. Combinations by Country



† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 38: Females's *Low* Edu. Prob. Conditional on *Low* Parental Edu. Combinations by Country



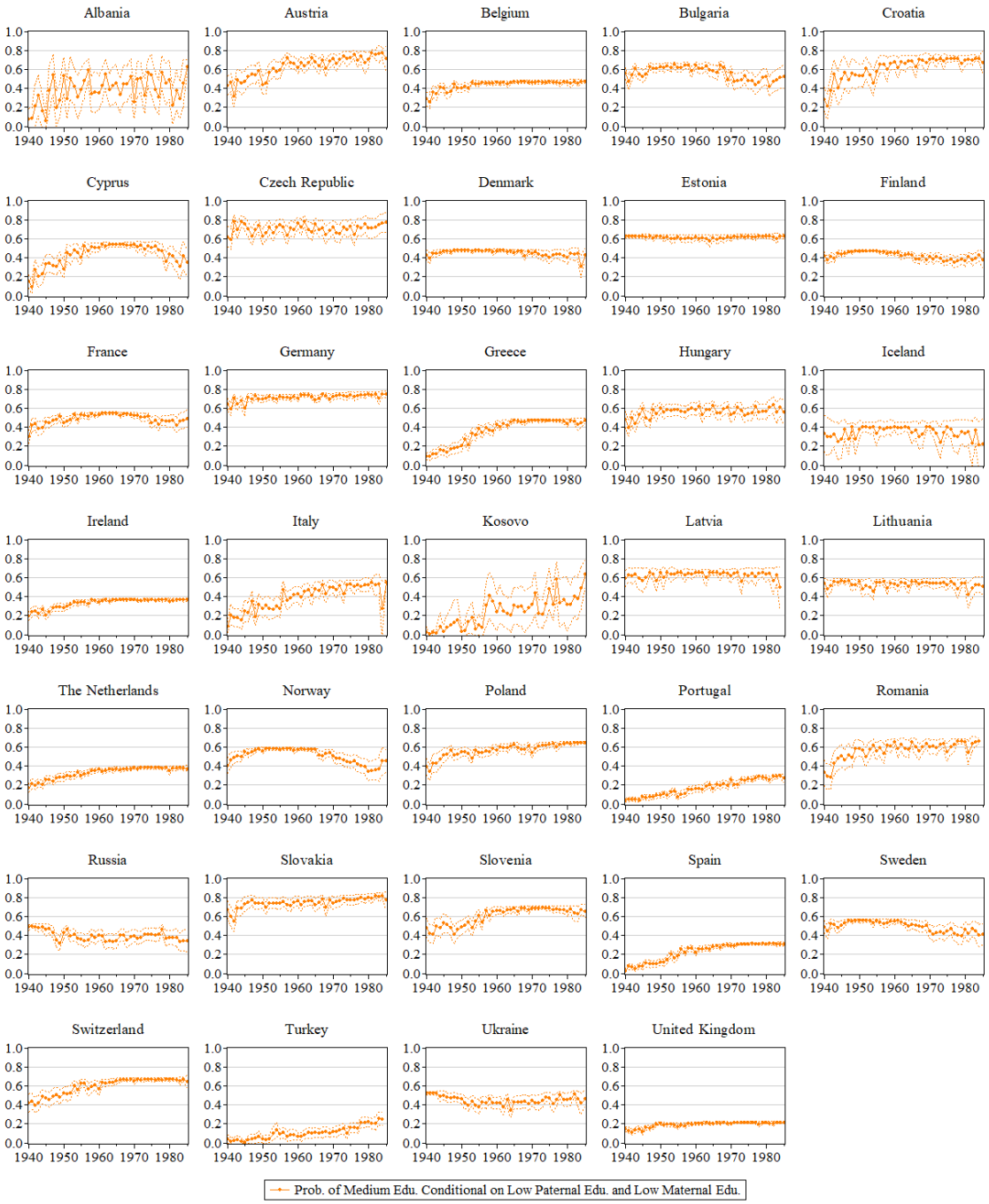
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 39: Males's *Medium* Edu. Prob. Conditional on *Low* Parental Edu. Combinations by Country



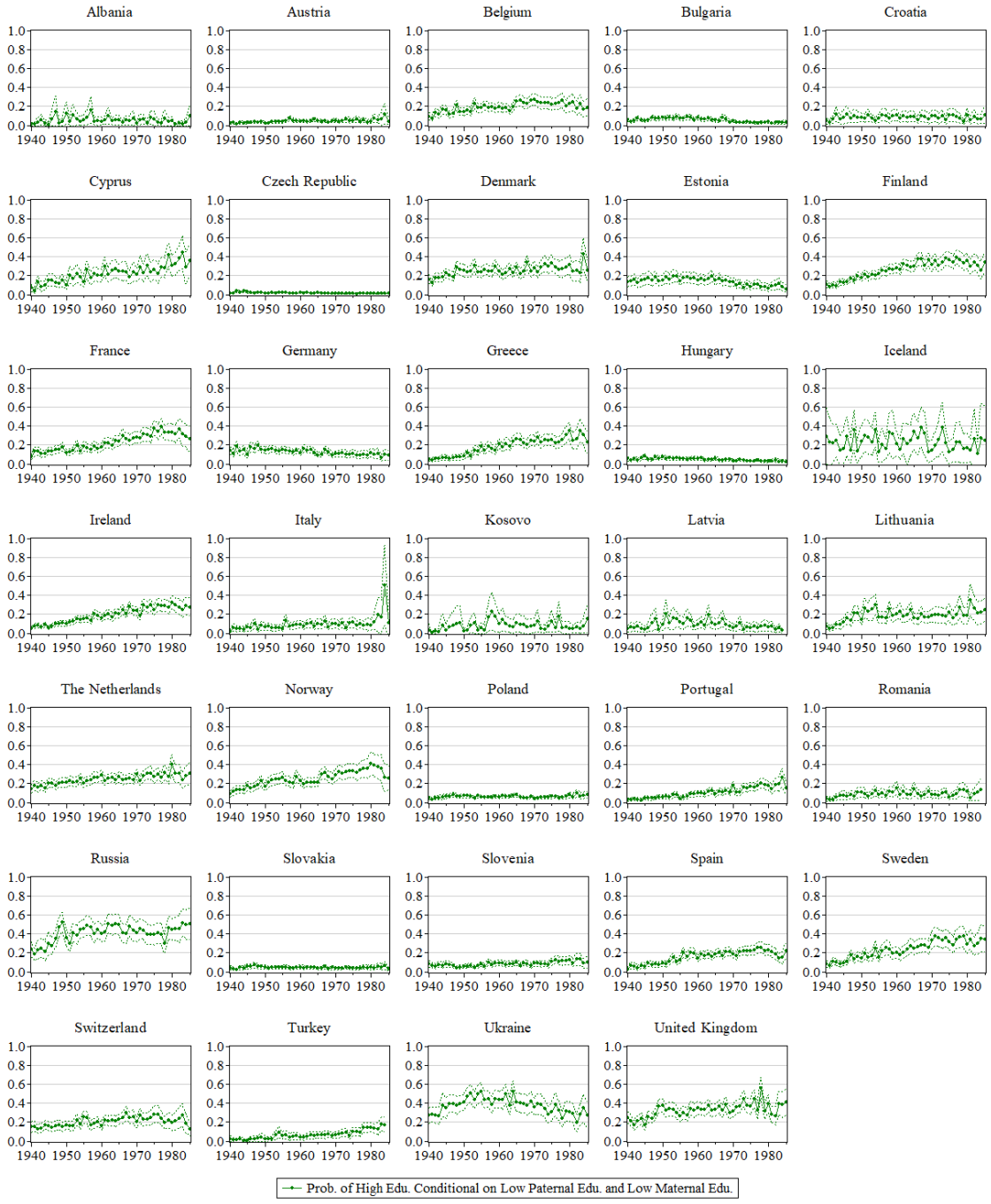
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 40: Females's *Medium* Edu. Prob. Conditional on *Low* Parental Edu. Combinations by Country



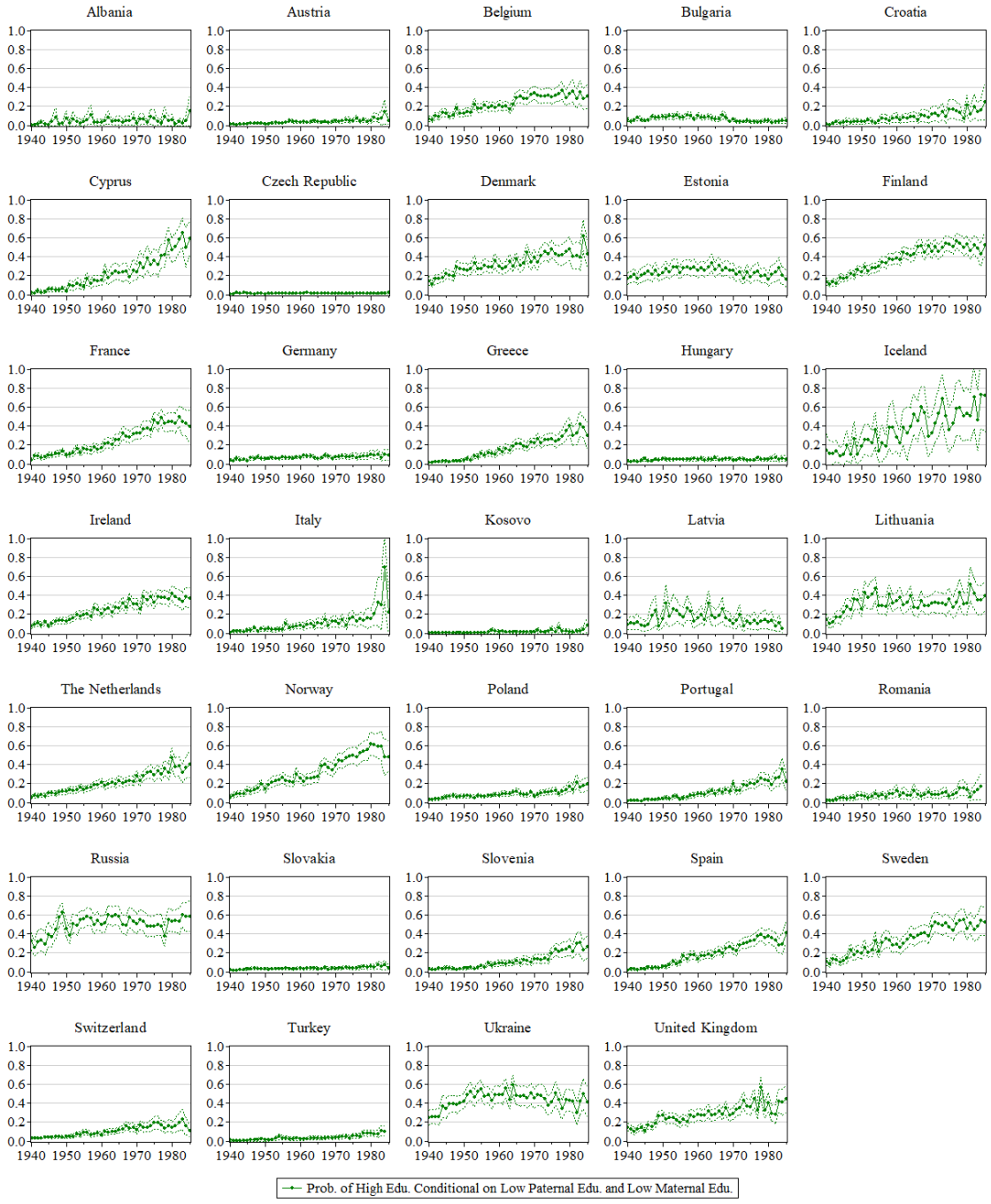
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 41: Males's *High* Edu. Prob. Conditional on *Low* Parental Edu. Combinations by Country



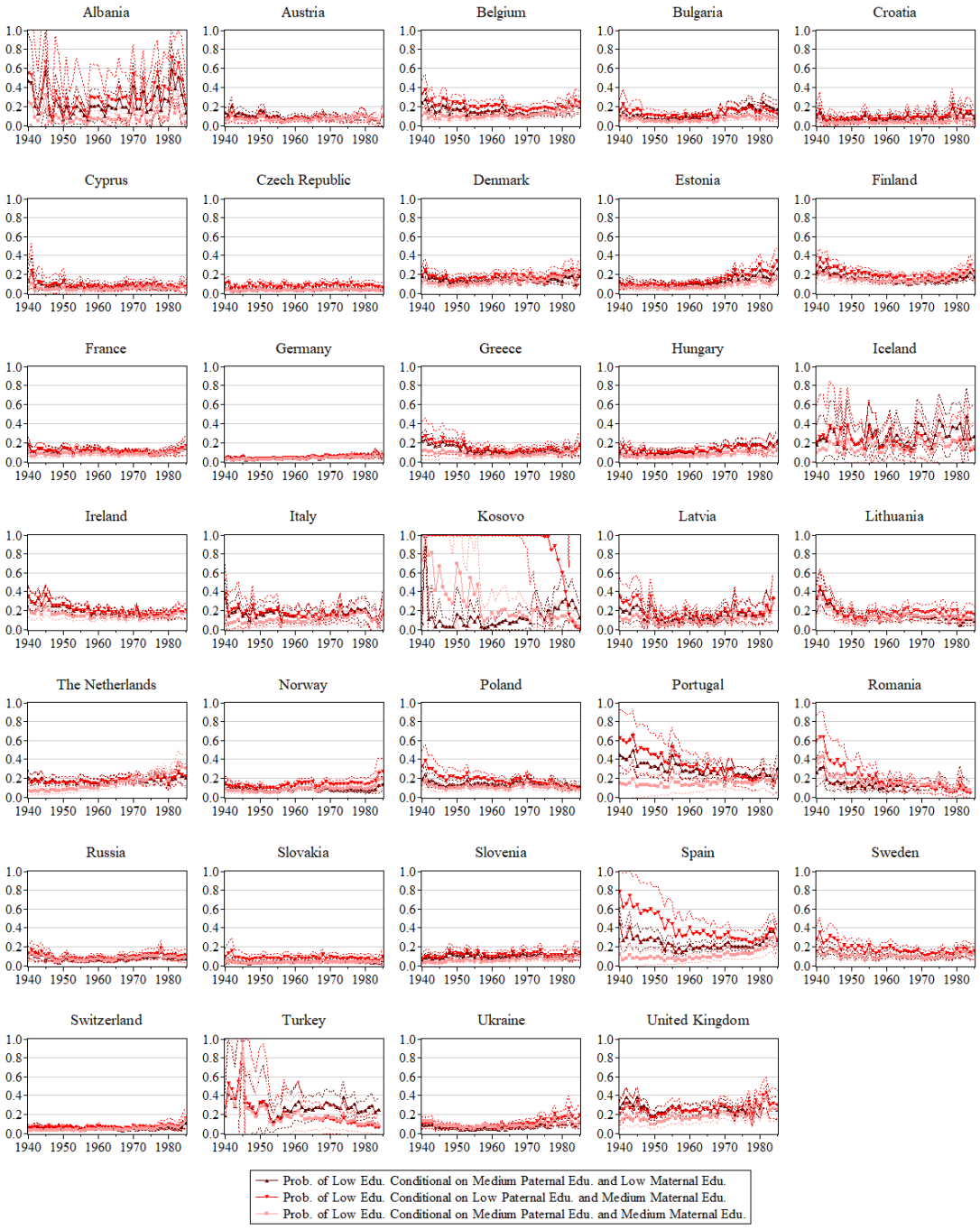
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 42: Females's *High* Edu. Prob. Conditional on *Low* Parental Edu. Combinations by Country



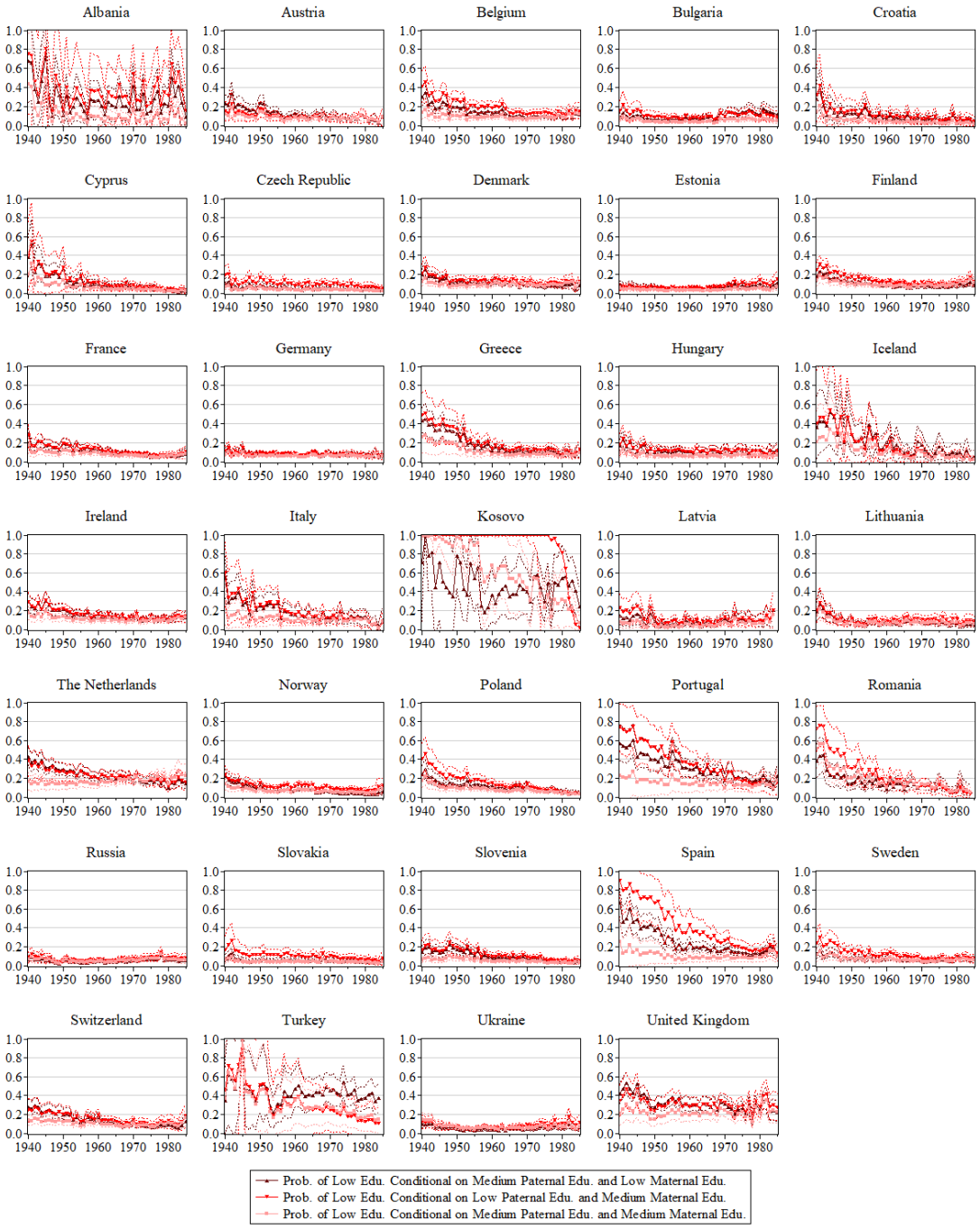
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 43: Males's *Low* Edu. Prob. Conditional on *Medium* Parental Edu. Combinations by Country



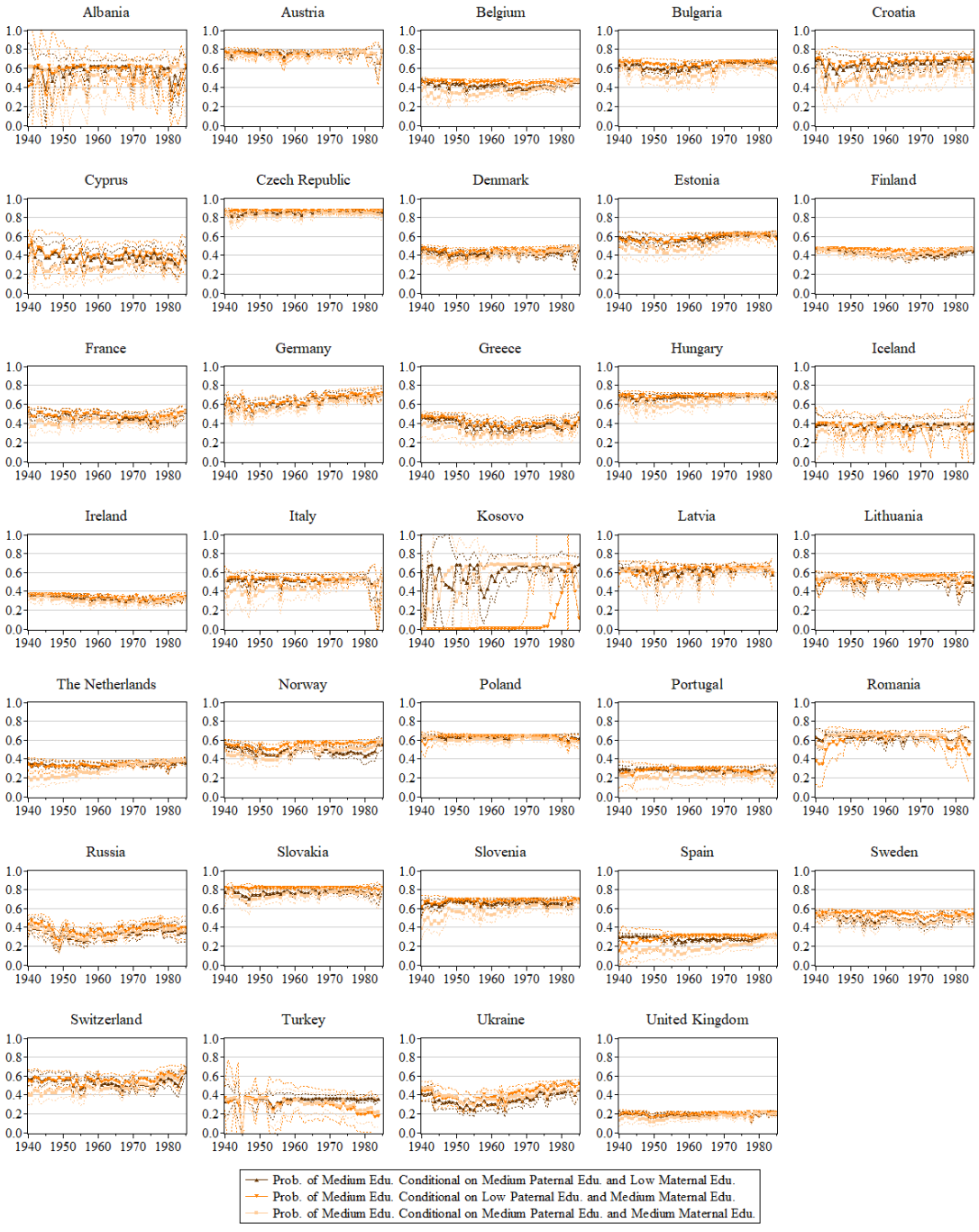
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines (at different depth levels) correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 44: Females's *Low* Edu. Prob. Conditional on *Medium* Parental Edu. Combinations by Country



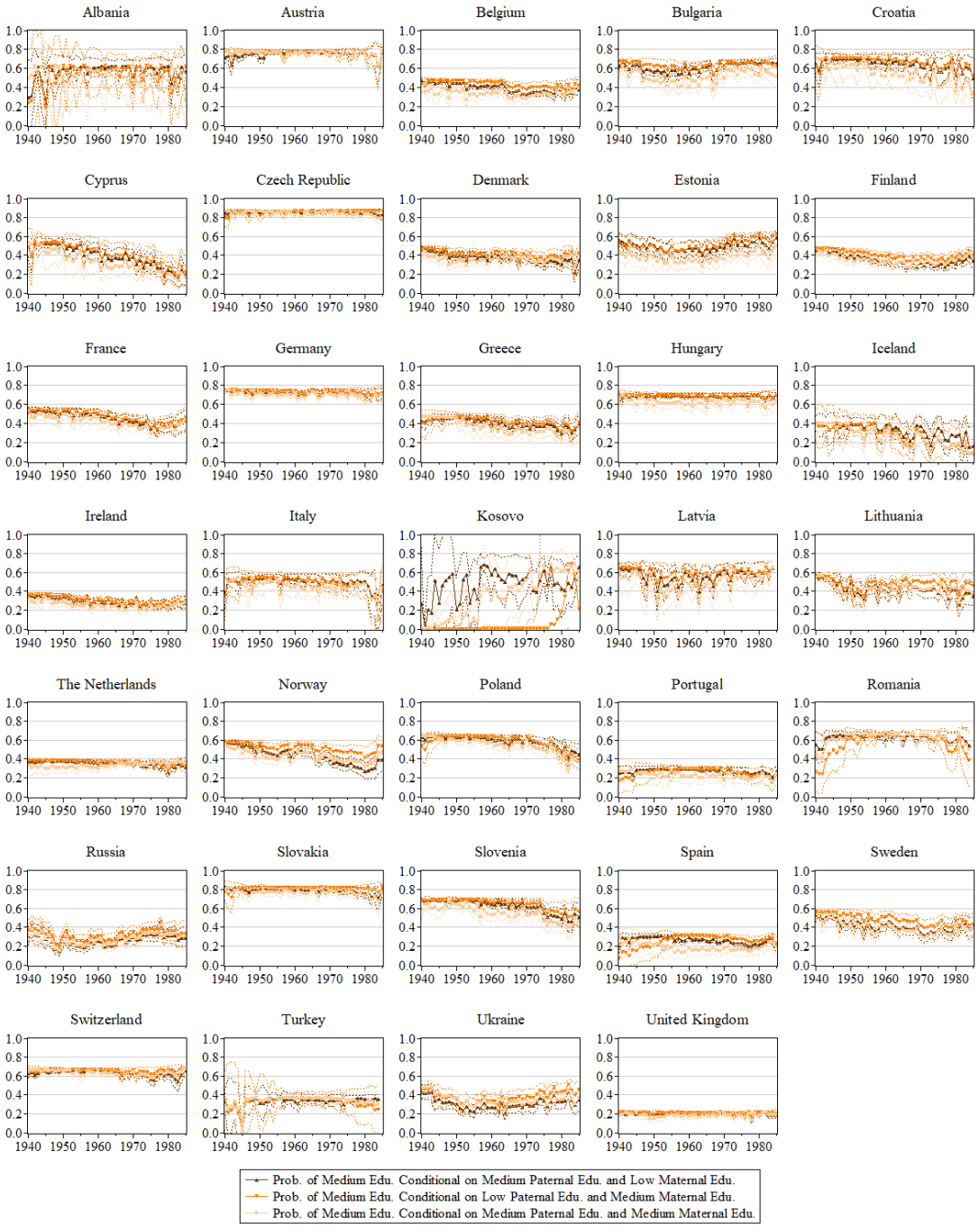
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines (at different depth levels) correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 45: Males's *Medium* Edu. Prob. Conditional on *Medium* Parental Edu. Combinations by Country



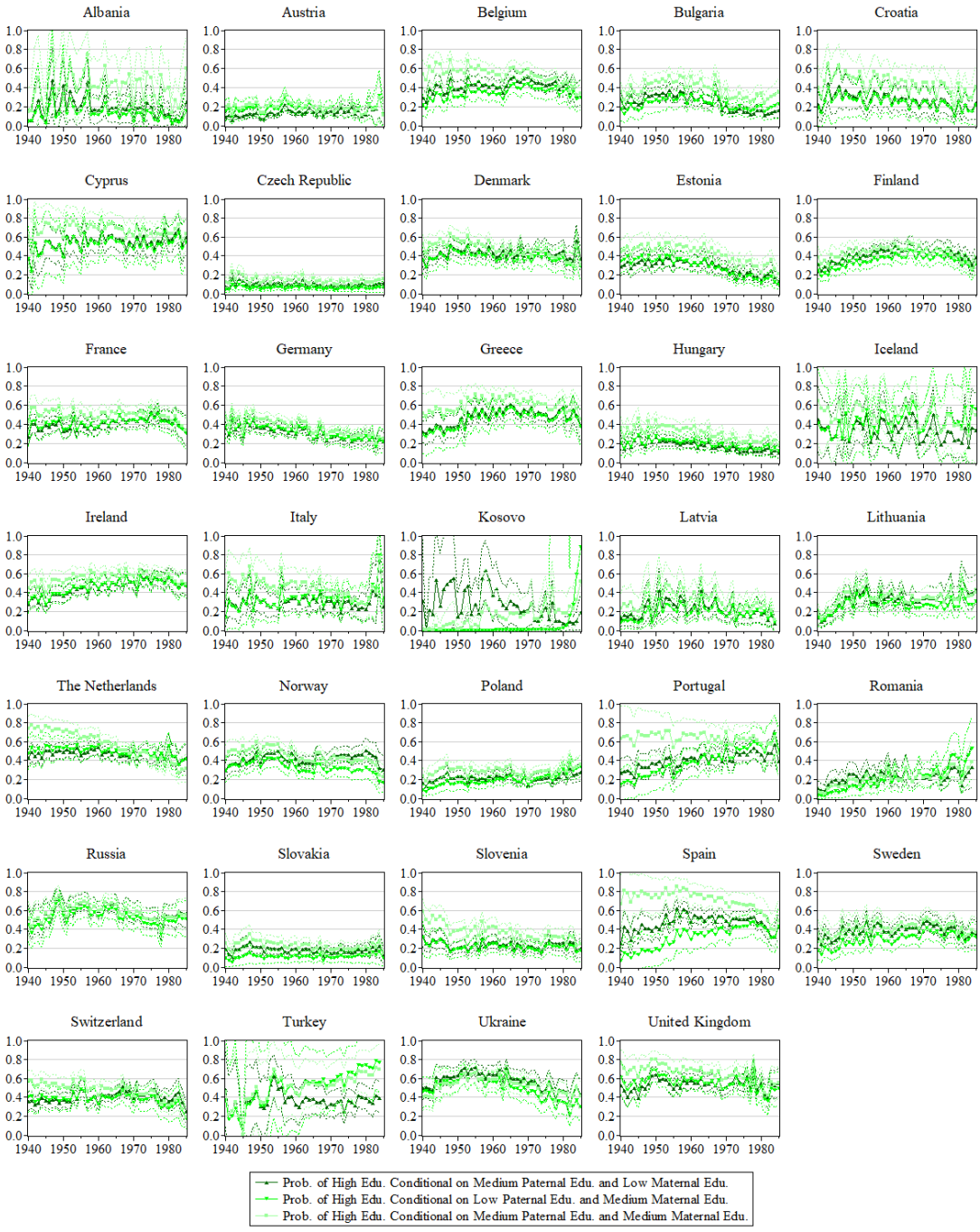
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines (at different depth levels) correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 46: Females's *Medium* Edu. Prob. Conditional on *Medium* Parental Edu. Combinations by Country



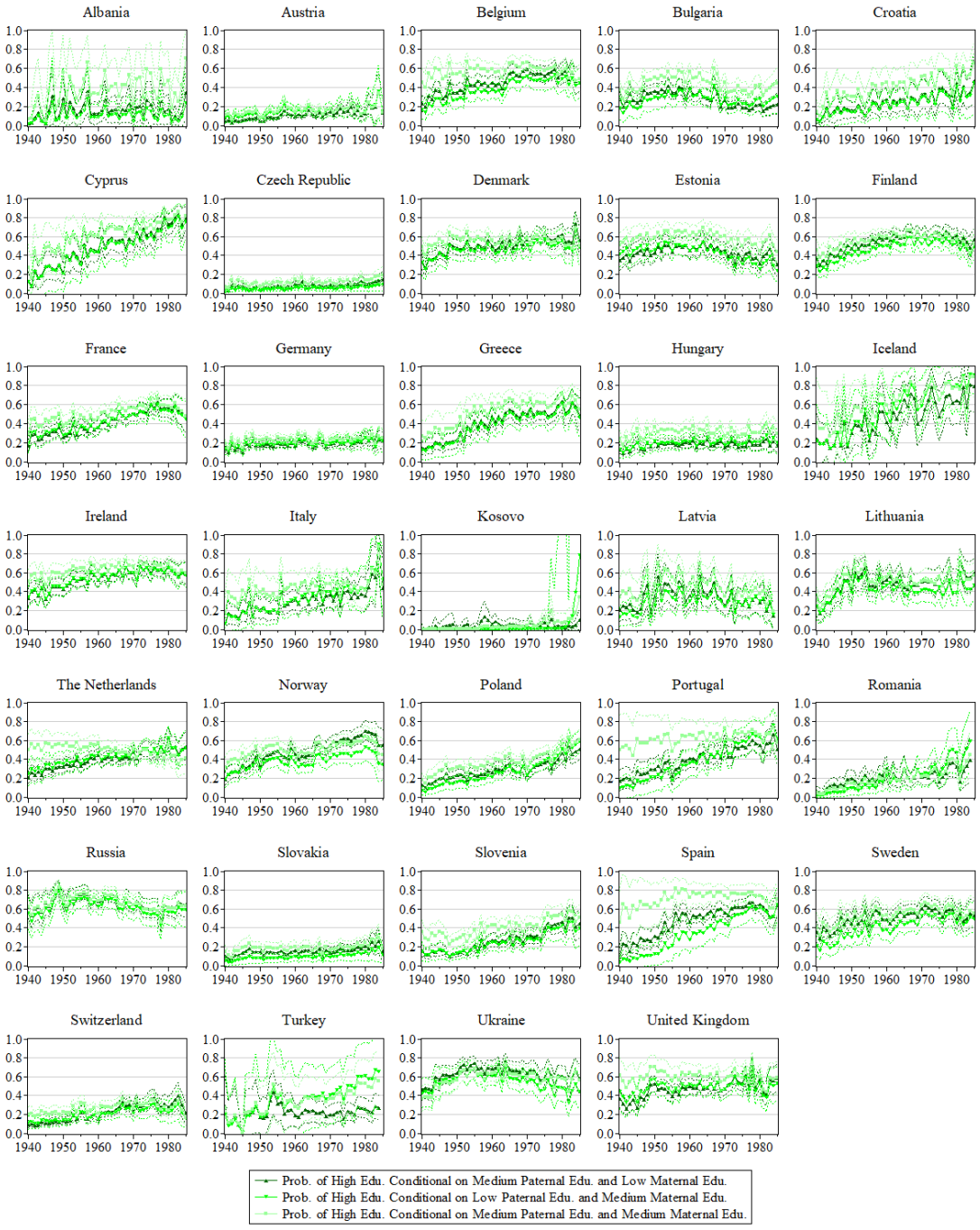
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines (at different depth levels) correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 47: Males's *High* Edu. Prob. Conditional on *Medium* Parental Edu. Combinations by Country



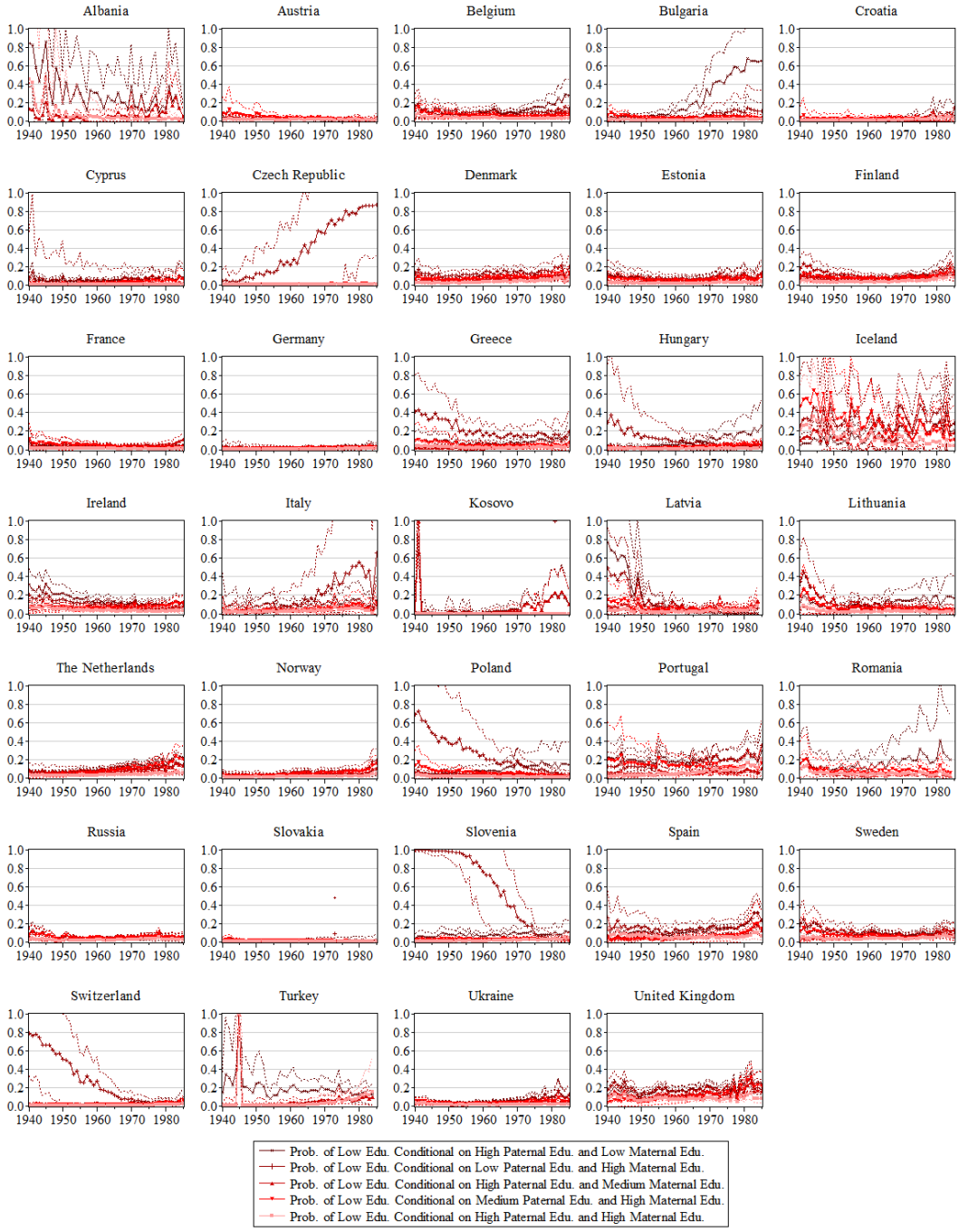
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines (at different depth levels) correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 48: Females's *High* Edu. Prob. Conditional on *Medium* Parental Edu. Combinations by Country



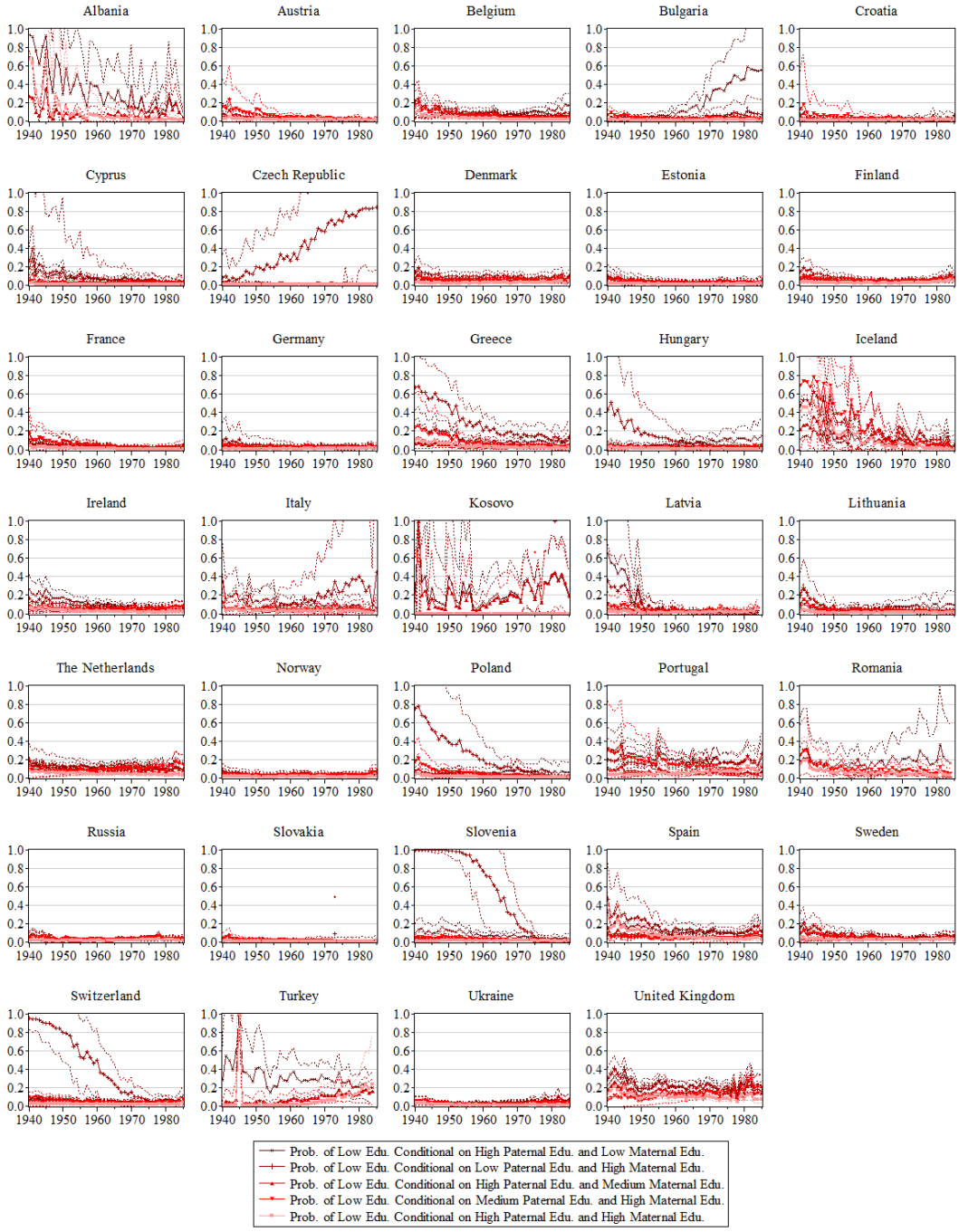
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines (at different depth levels) correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 49: Males's *Low* Edu. Prob. Conditional on *High* Parental Edu. Combinations by Country



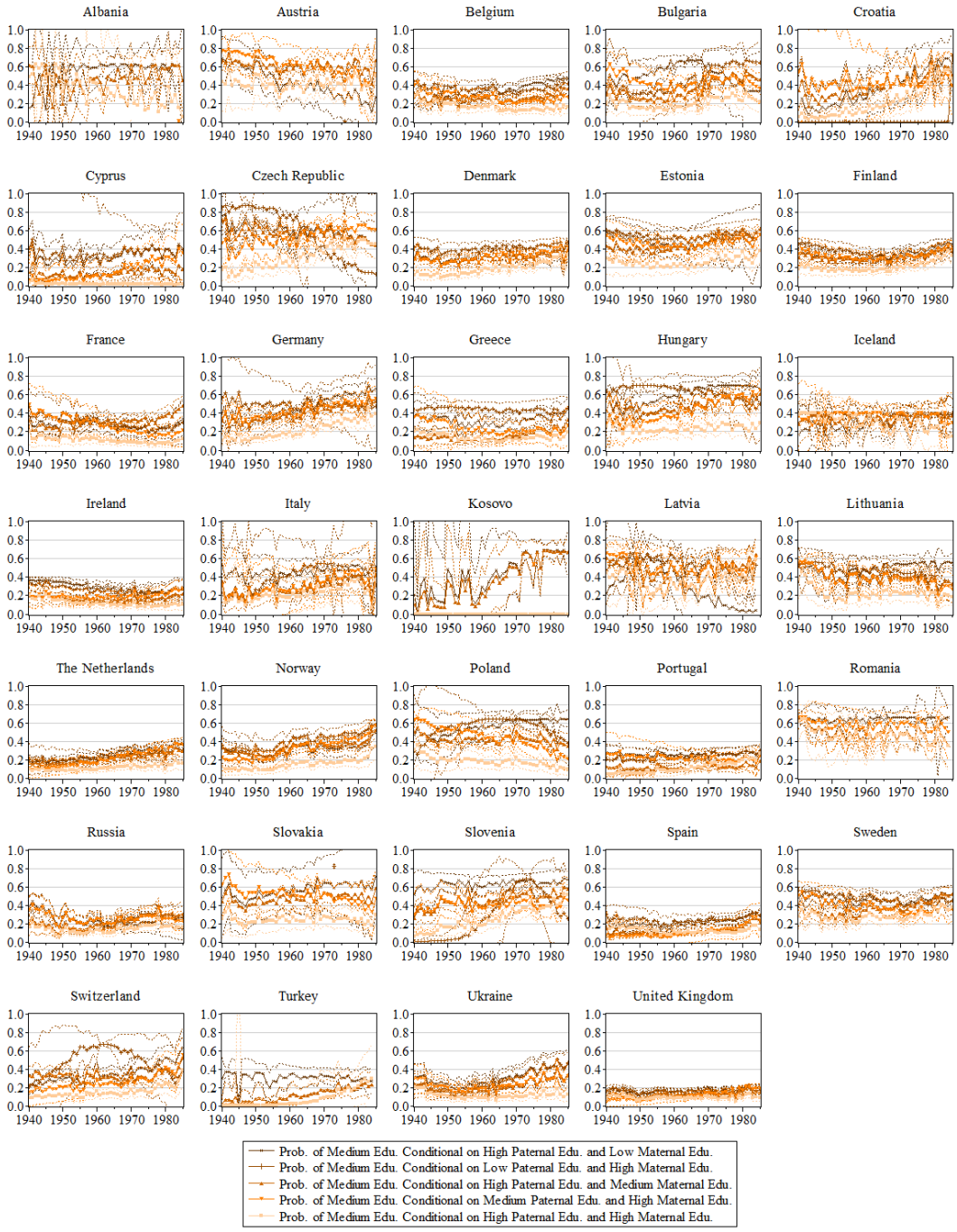
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines (at different depth levels) correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 50: Females's *Low* Edu. Prob. Conditional on *High* Parental Edu. Combinations by Country



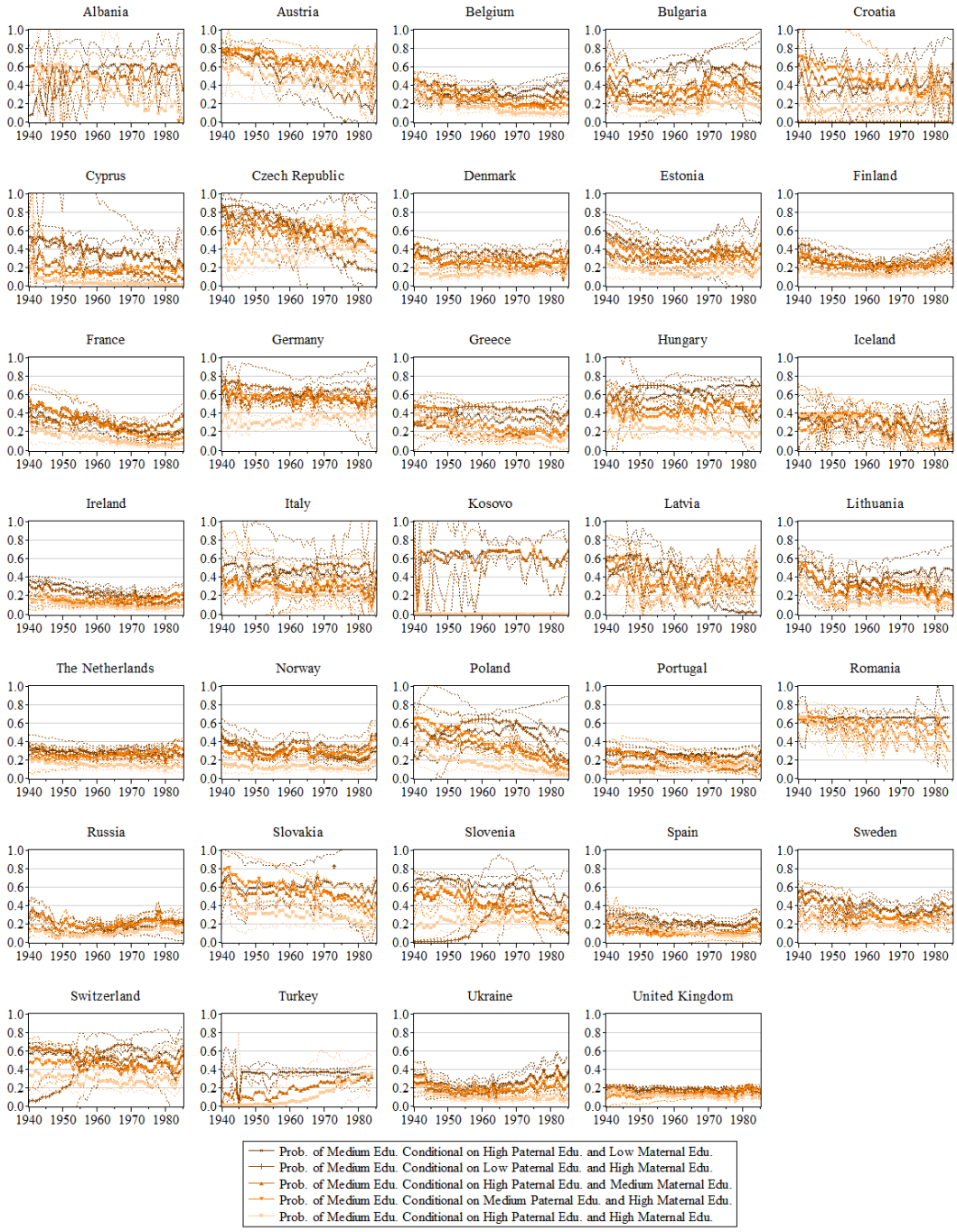
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red lines (at different depth levels) correspond to low educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 51: Males's *Medium* Edu. Prob. Conditional on *High* Parental Edu. Combinations by Country



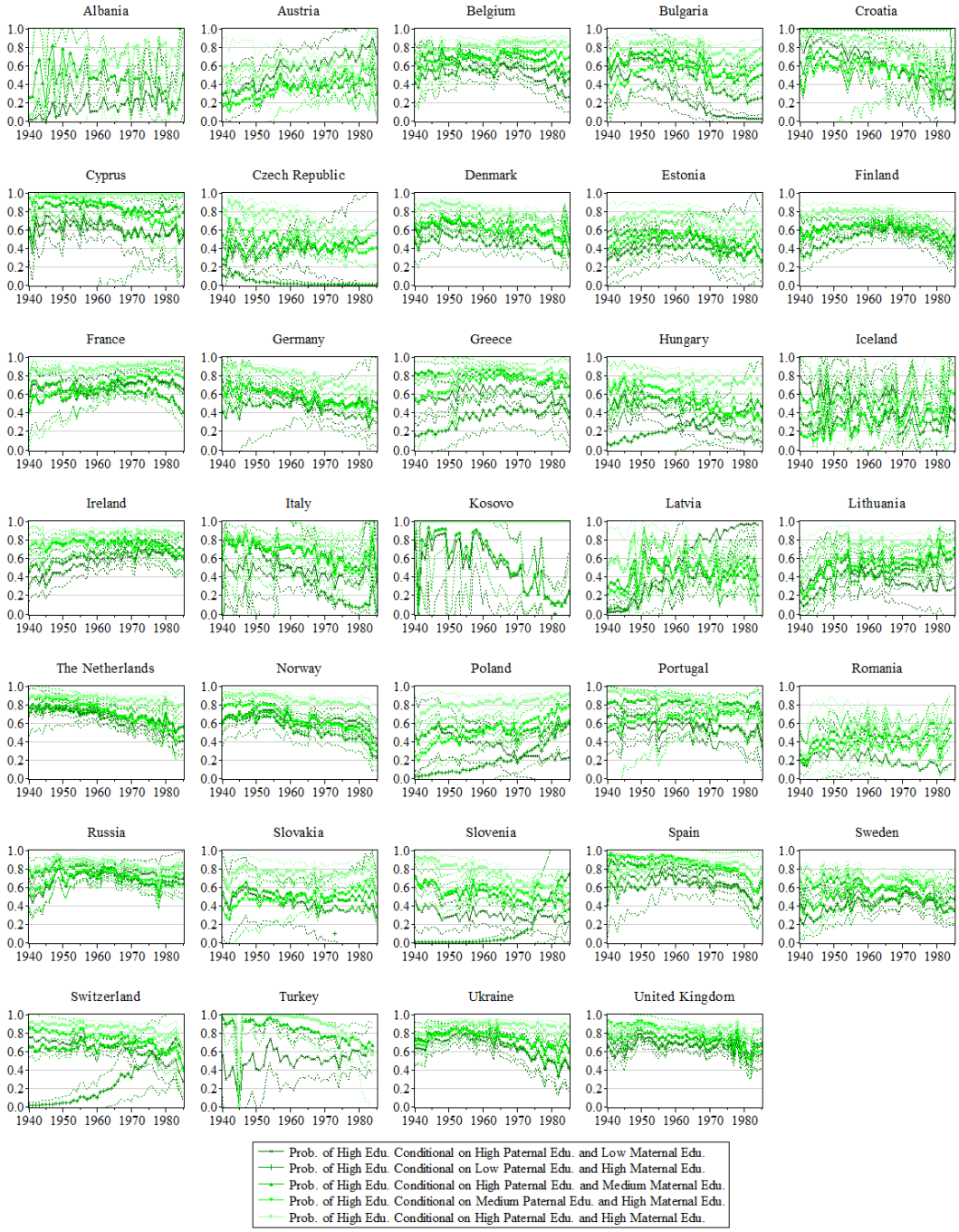
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines (at different depth levels) correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 52: Females's *Medium* Edu. Prob. Conditional on *High* Parental Edu. Combinations by Country



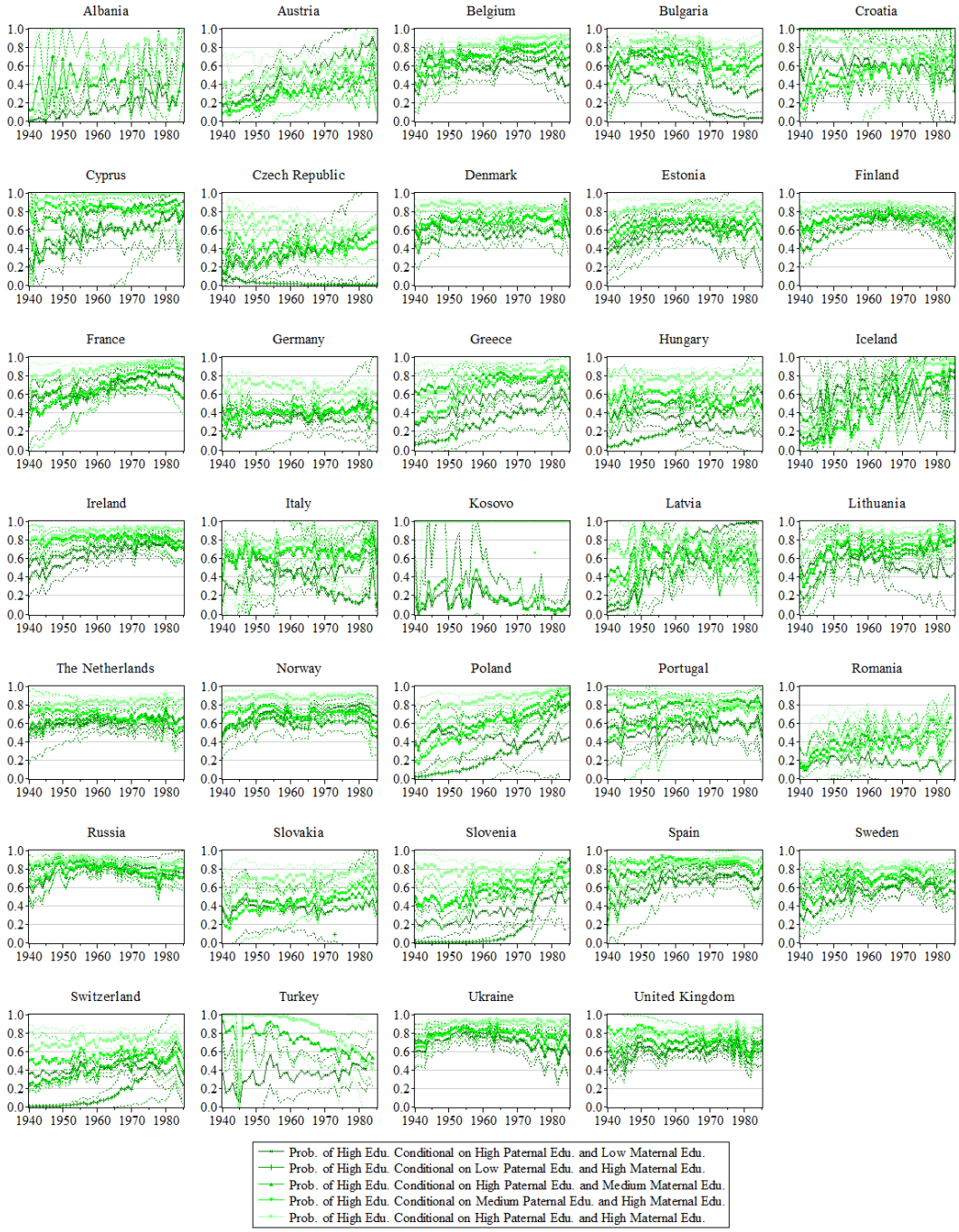
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Orange lines (at different depth levels) correspond to medium educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 53: Males's *High* Edu. Prob. Conditional on *High* Parental Edu. Combinations by Country



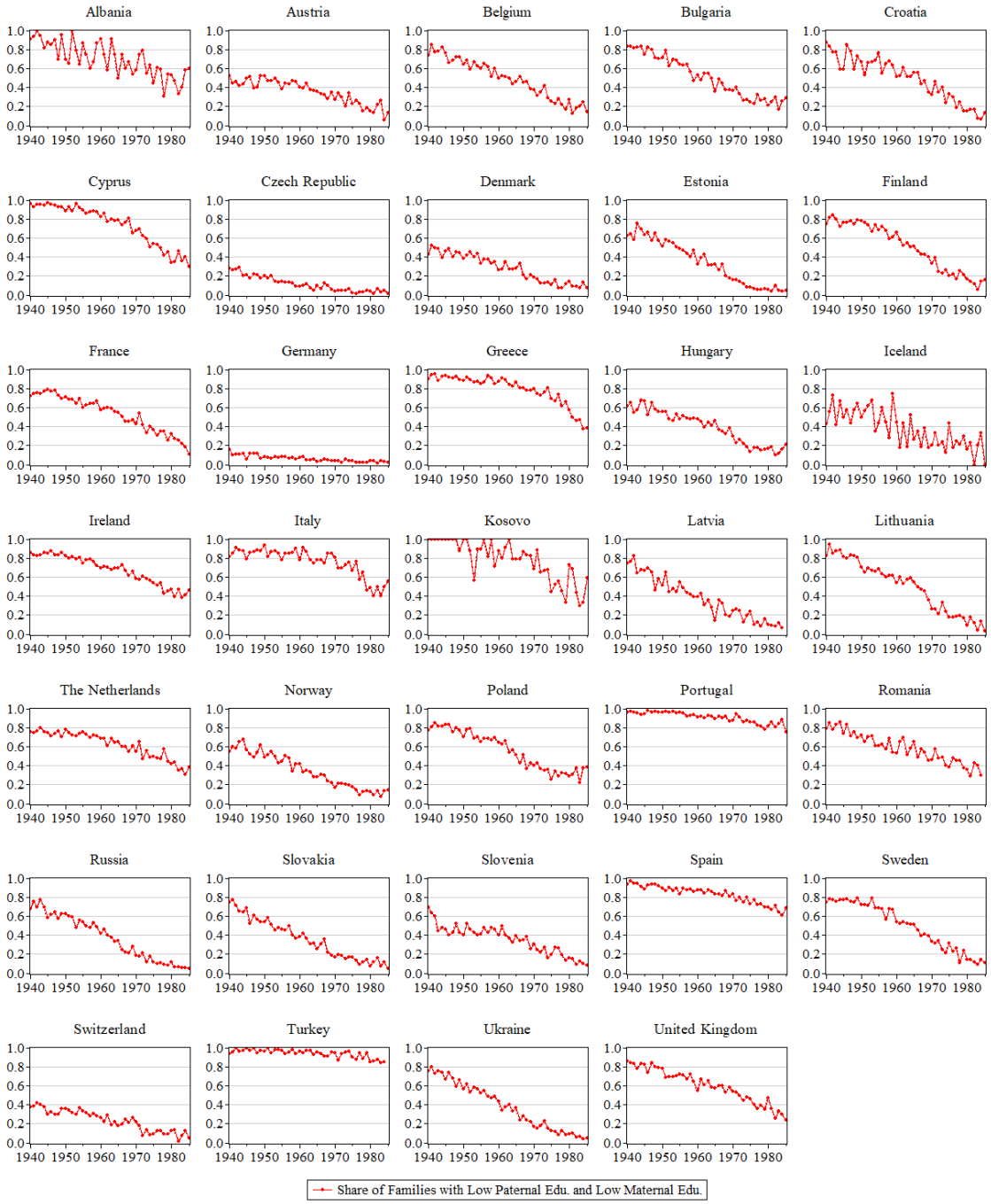
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines (at different depth levels) correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 54: Females's *High* Edu. Prob. Conditional on *High* Parental Edu. Combinations by Country



† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Green lines (at different depth levels) correspond to high educational attainment probabilities, respectively. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 55: Share of *Low Better-Educated* Parents by Parental Composition and Country



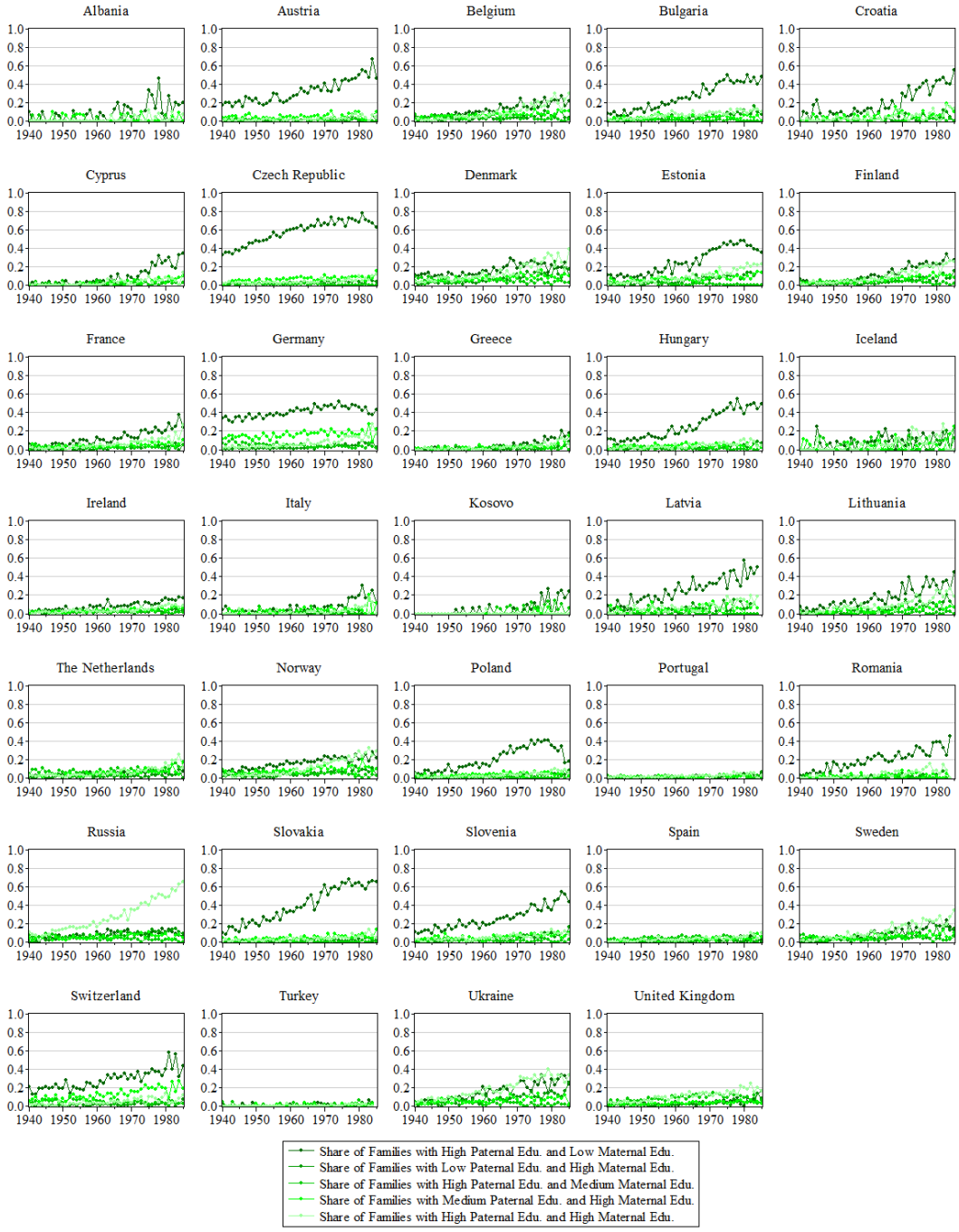
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red, orange, and green lines (at different depth levels) correspond to low, medium, and high parental education shares, respectively.

Figure 56: Share of *Medium Better-Educated* Parents by Parental Composition and Country



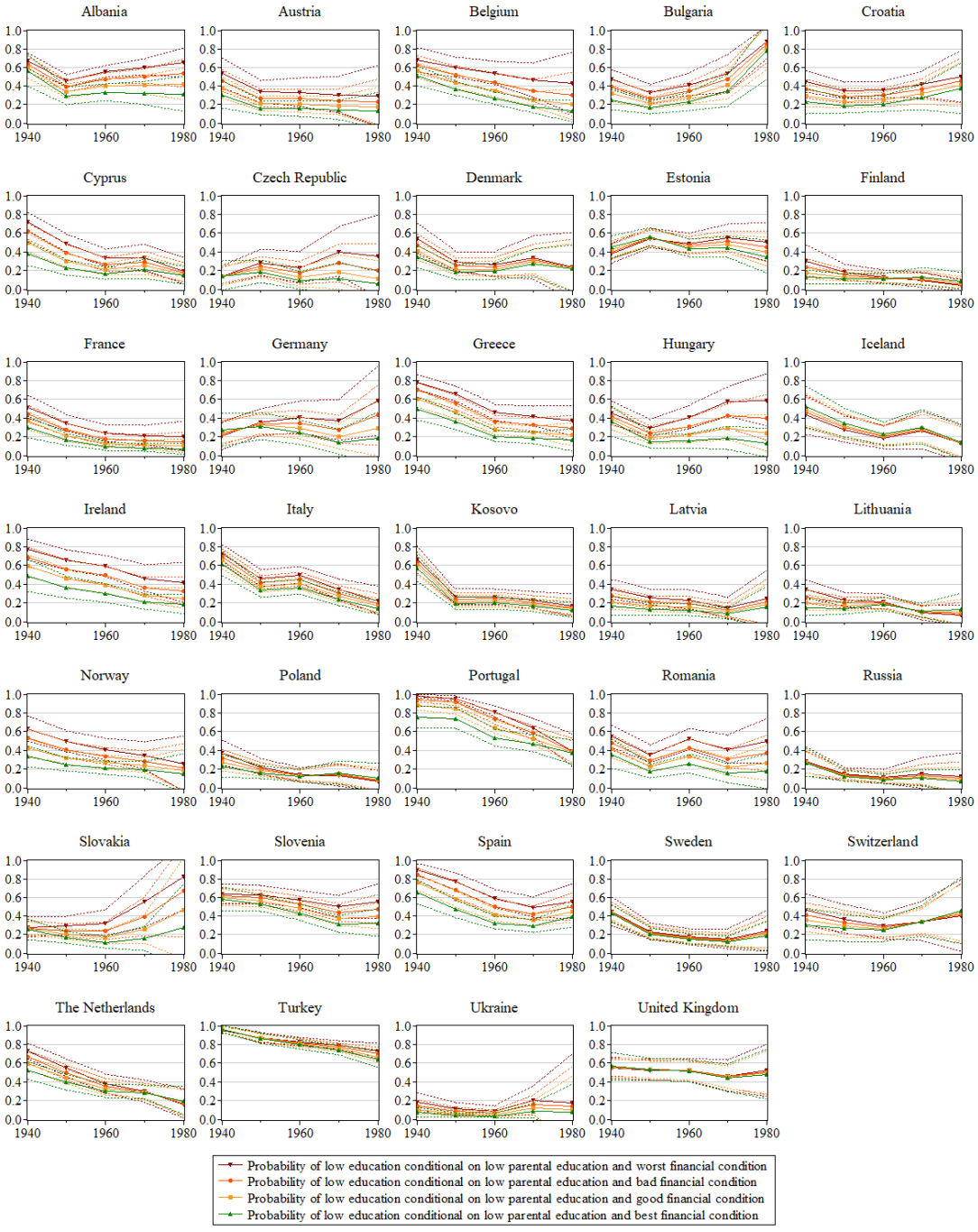
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red, orange, and green lines (at different depth levels) correspond to low, medium, and high parental education shares, respectively.

Figure 57: Share of *High Better-Educated* Parents by Parental Composition and Country



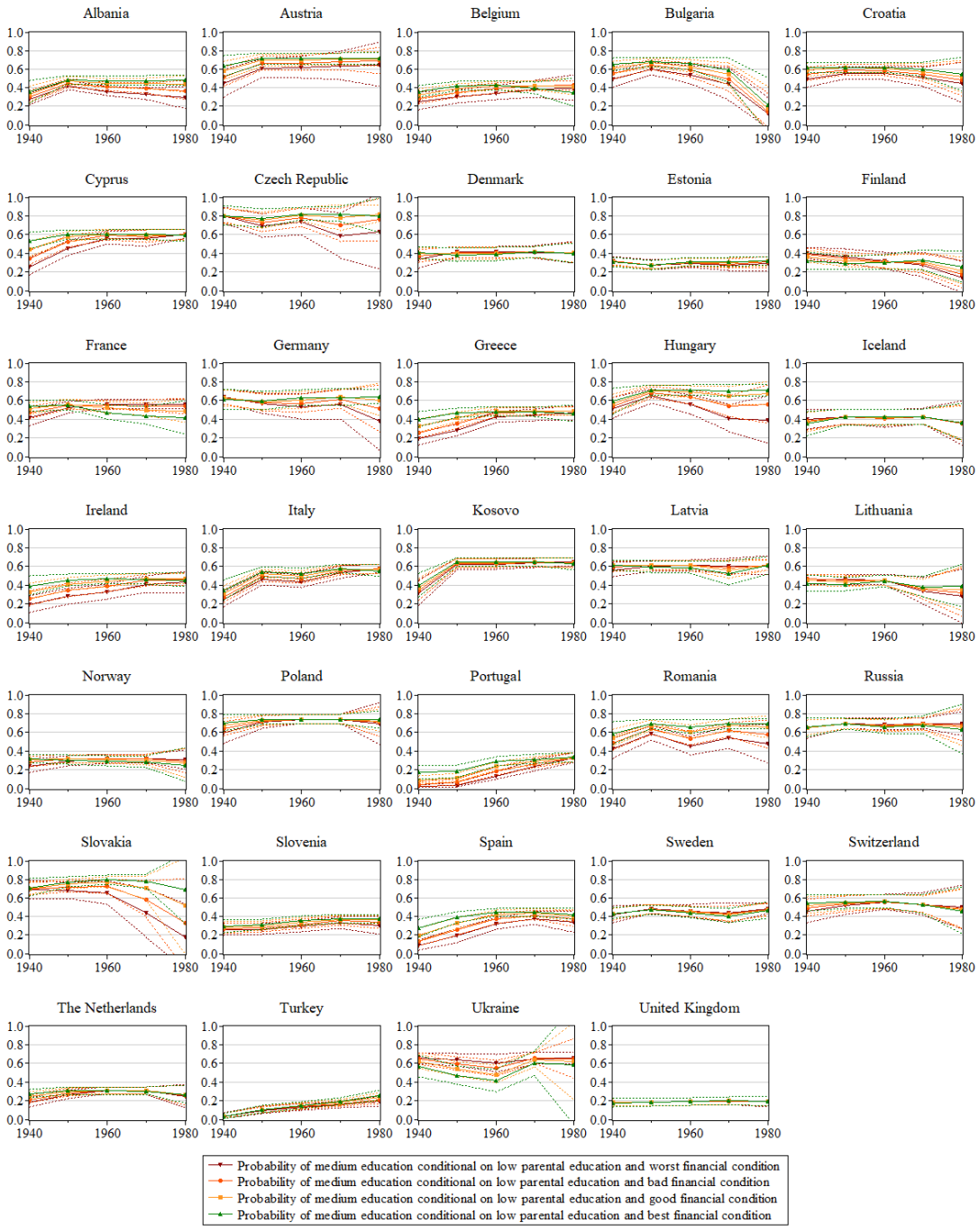
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Red, orange, and green lines (at different depth levels) correspond to low, medium, and high parental education shares, respectively.

Figure 58: Probability of Low Educational Attainment Conditional on Low Parental Education & Parental Finances by Country



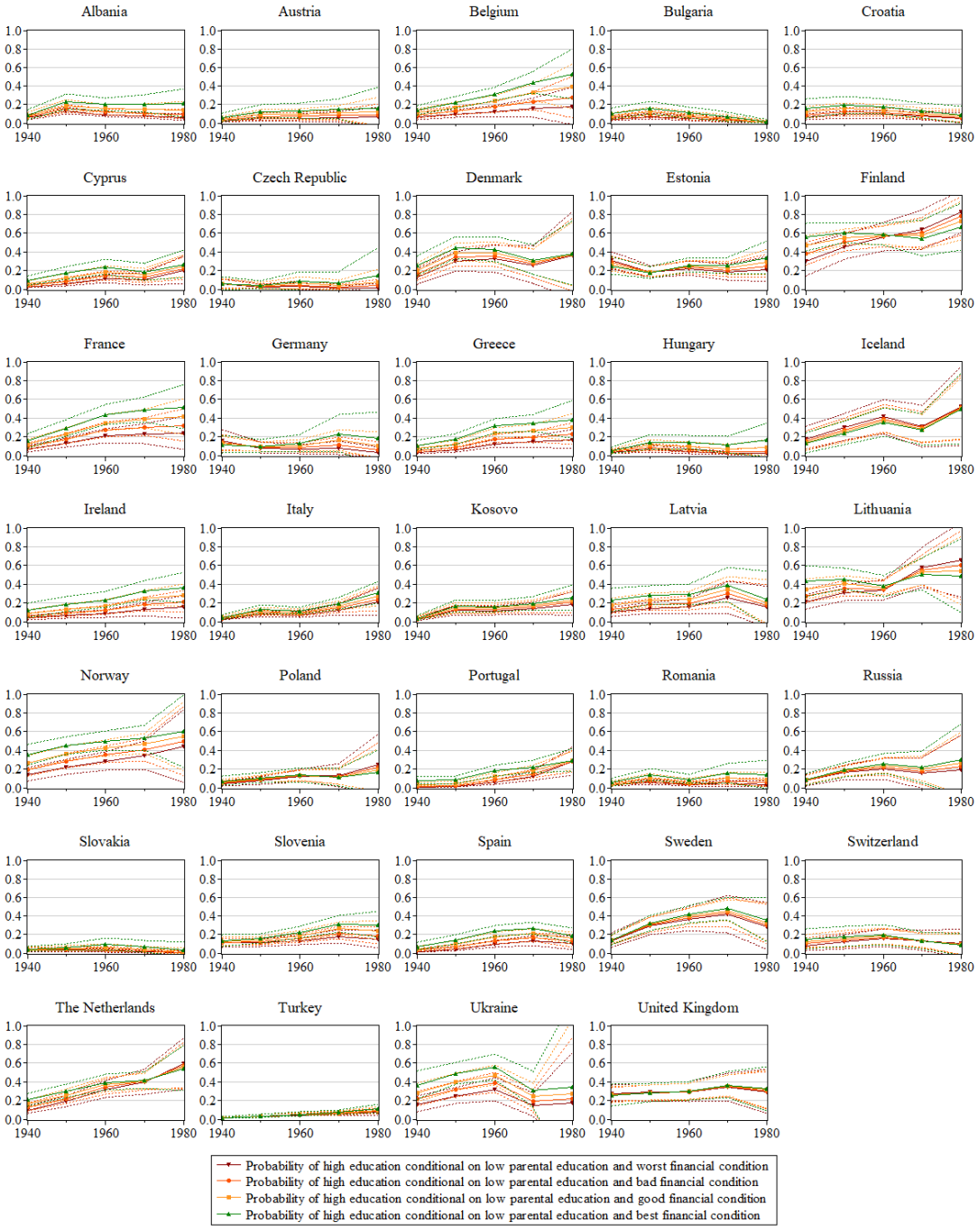
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 59: Probability of Medium Educational Attainment Conditional on Low Parental Education by Country & Parental Finances



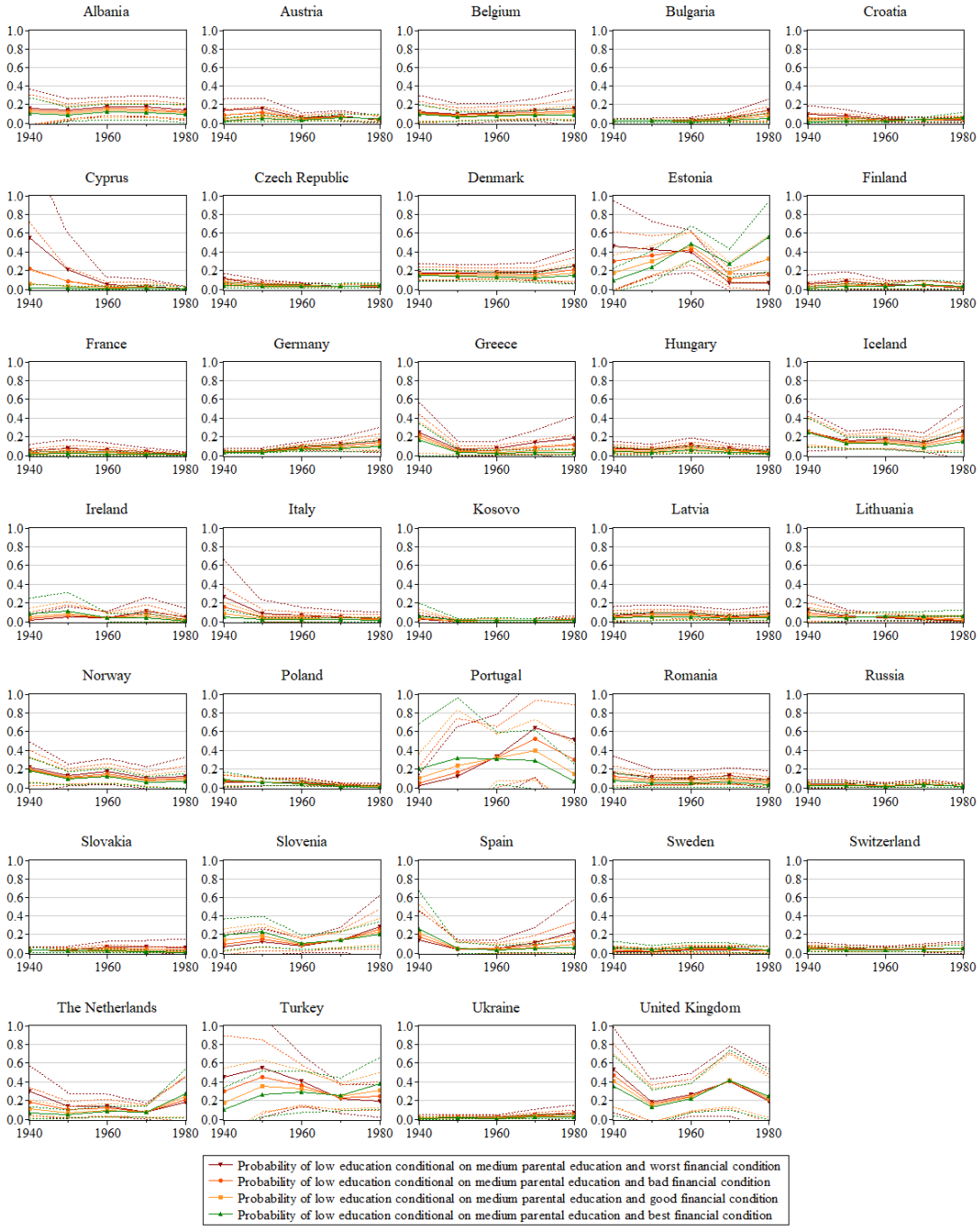
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 60: Probability of High Educational Attainment Conditional on Low Parental Education by Country & Parental Finances



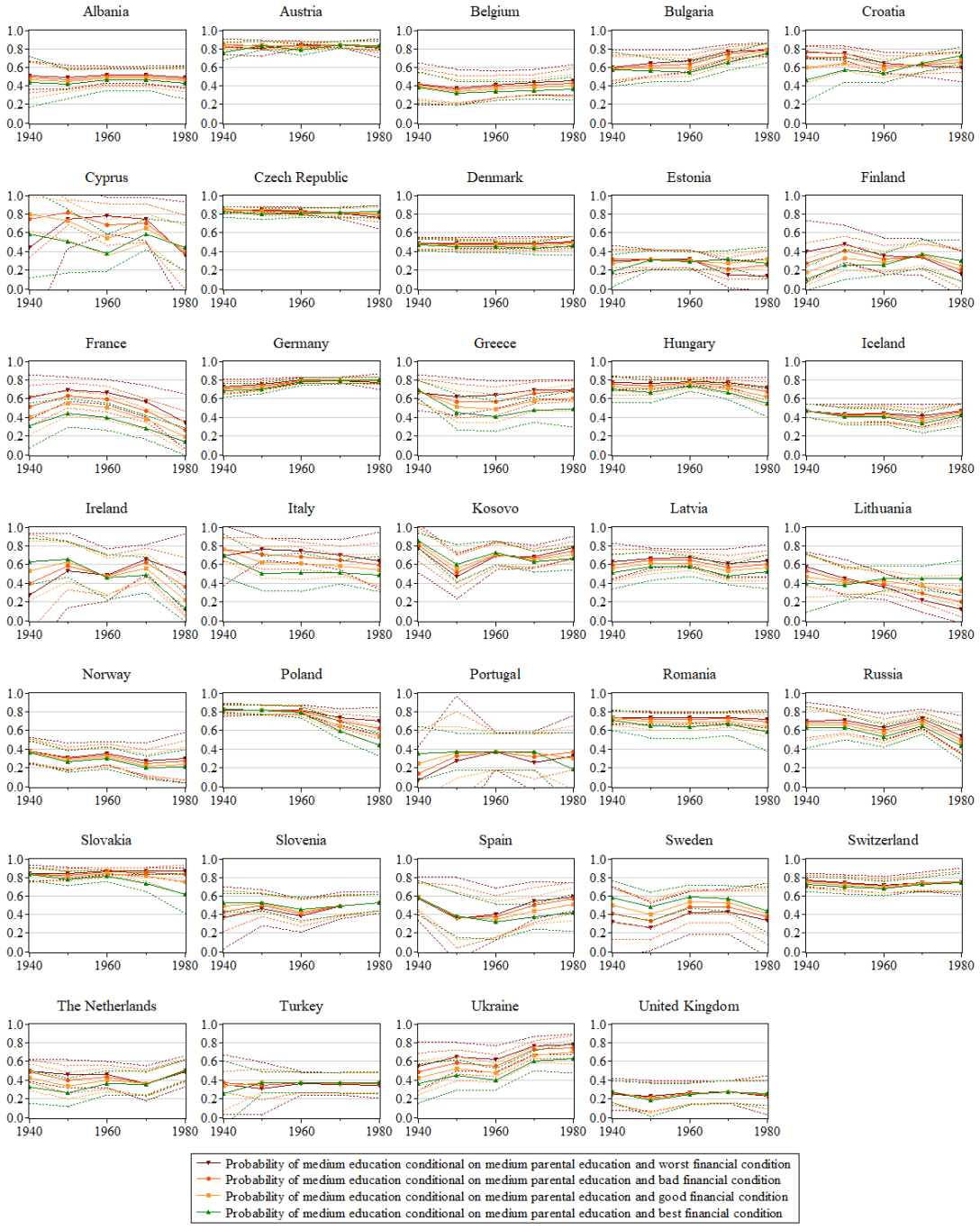
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 61: Probability of Low Educational Attainment Conditional on Medium Parental Education by Country & Parental Finances



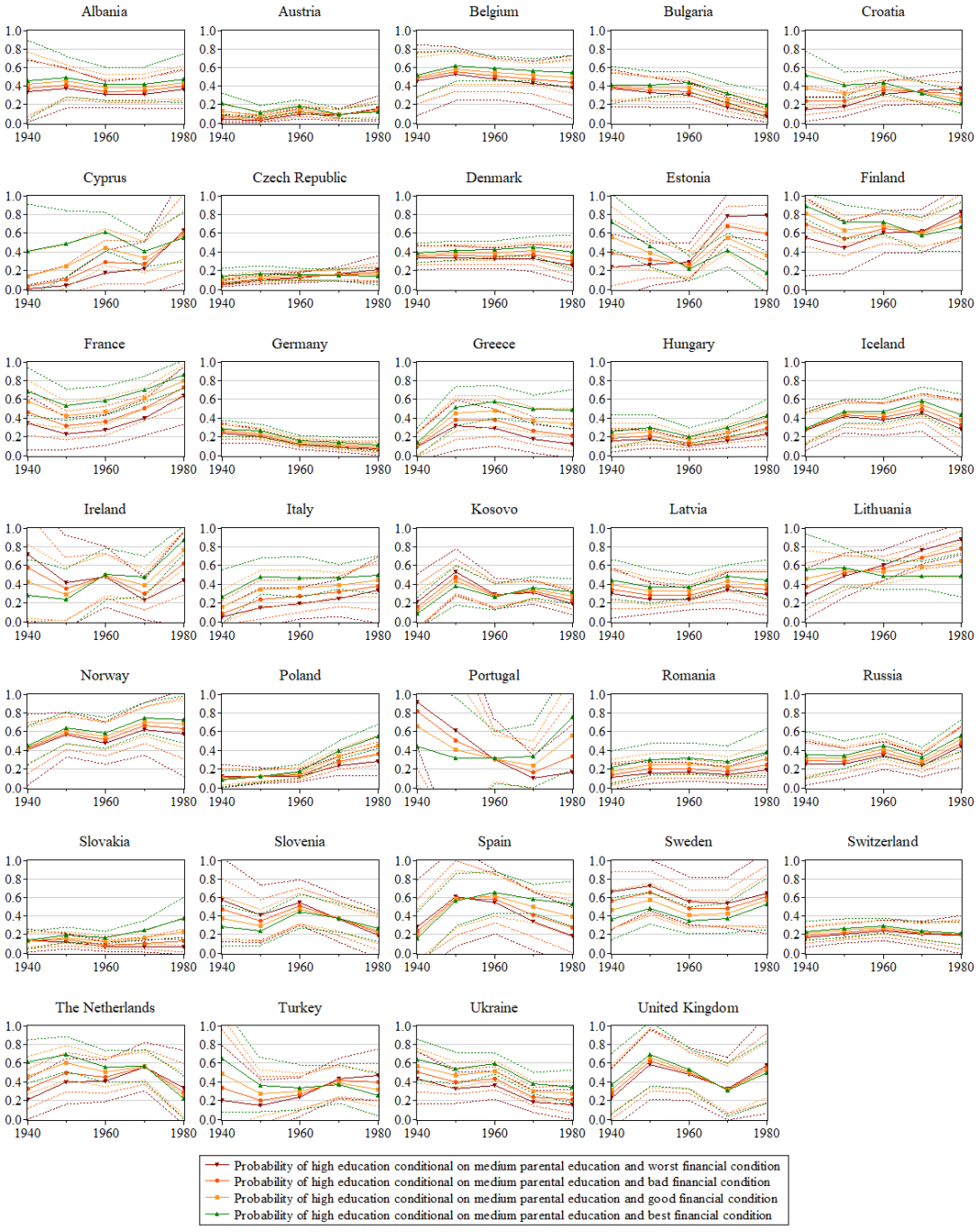
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 62: Probability of Medium Educational Attainment Conditional on Medium Parental Education by Country & Parental Finances



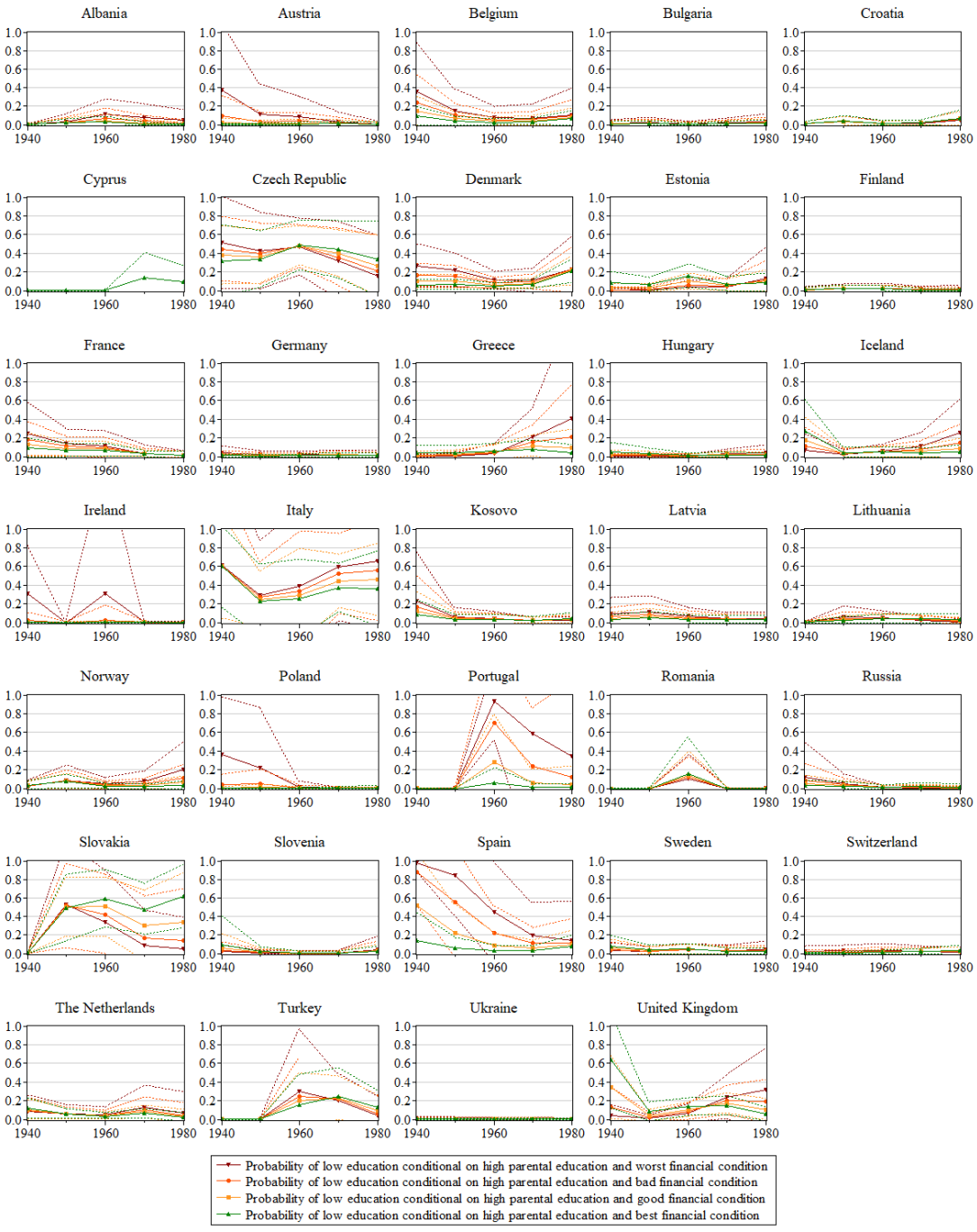
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 63: Probability of High Educational Attainment Conditional on Medium Parental Education by Country & Parental Finances



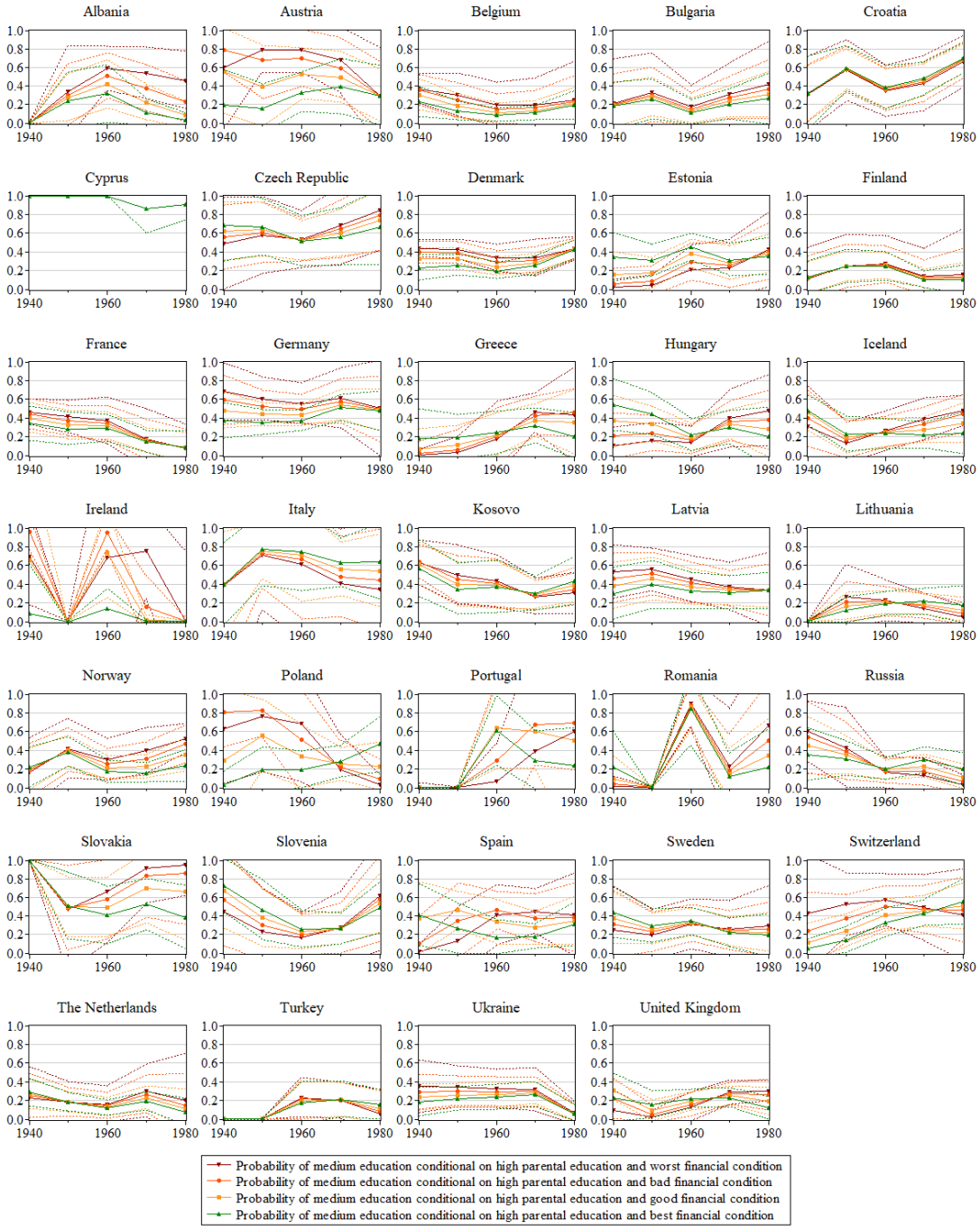
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 64: Probability of Low Educational Attainment Conditional on High Parental Education by Country & Parental Finances



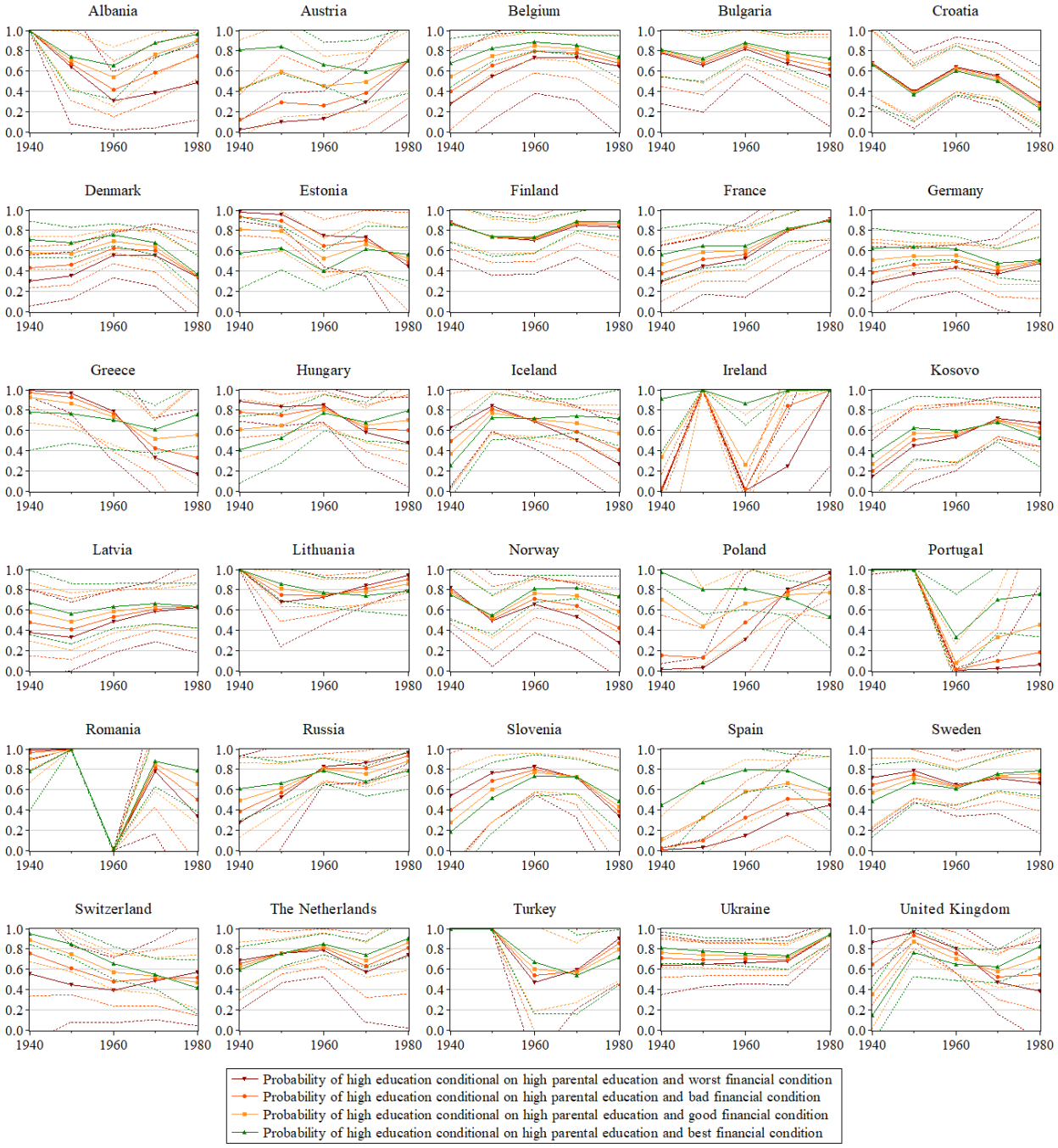
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 65: Probability of Medium Educational Attainment Conditional on High Parental Education by Country & Parental Finances



†Dashed lines correspond to 95% confidence interval standard error bands.

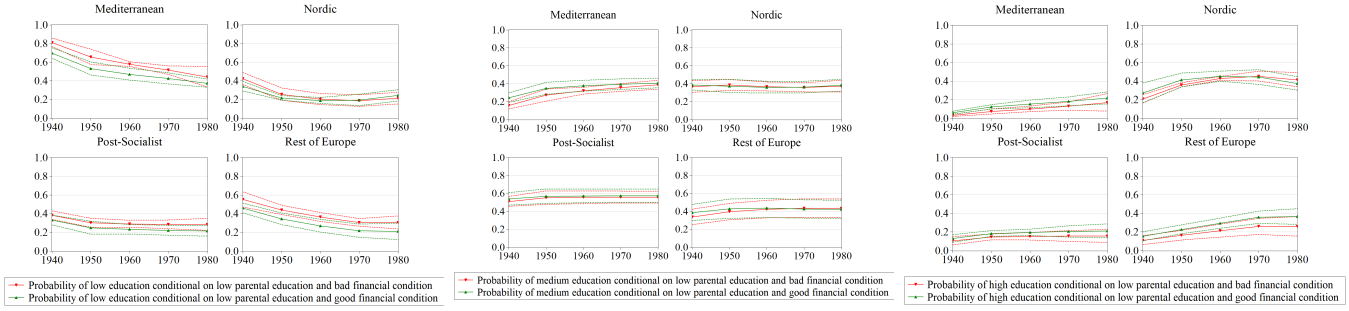
Figure 66: Probability of High Educational Attainment Conditional on High Parental Education by Country & Parental Finances



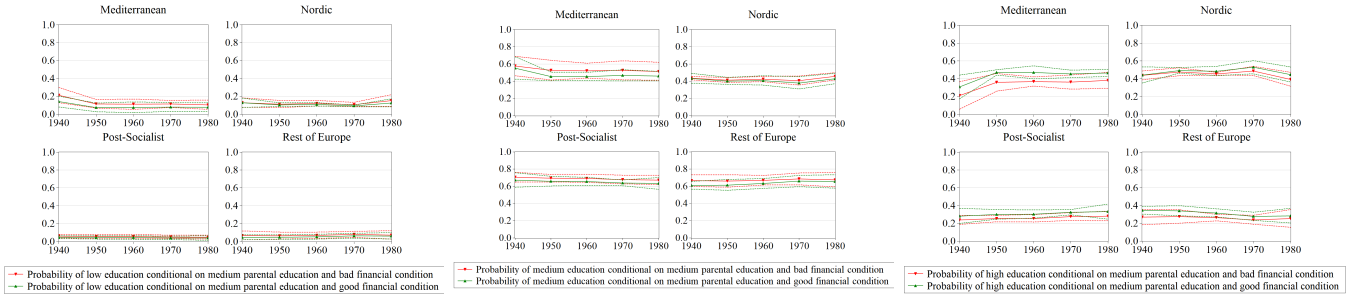
†Dashed lines correspond to 95% confidence interval standard error bands.

Figure 67: Intergenerational Educational Mobility by Country Group & 2-Category Parental Finances

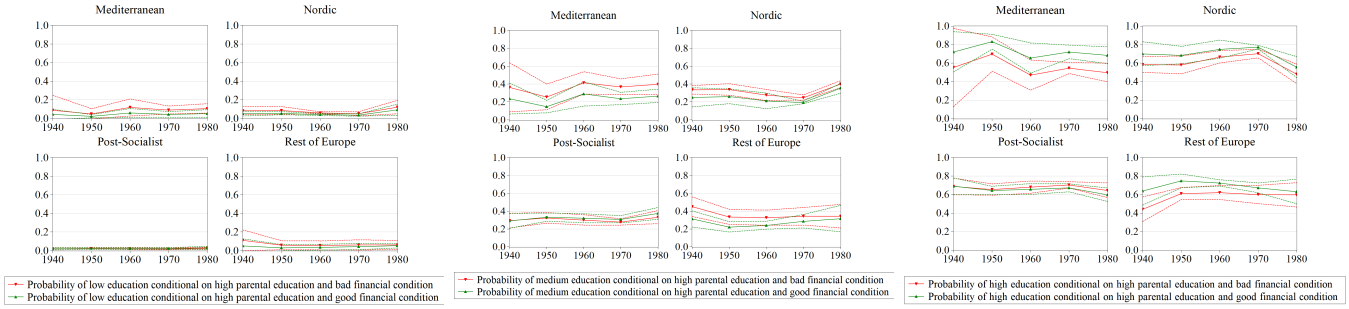
$\Pr(E = 1|P = 1)$ $\Pr(E = 2|P = 1)$ $\Pr(E = 3|P = 1)$



$\Pr(E = 1|P = 2)$ $\Pr(E = 2|P = 2)$ $\Pr(E = 3|P = 2)$

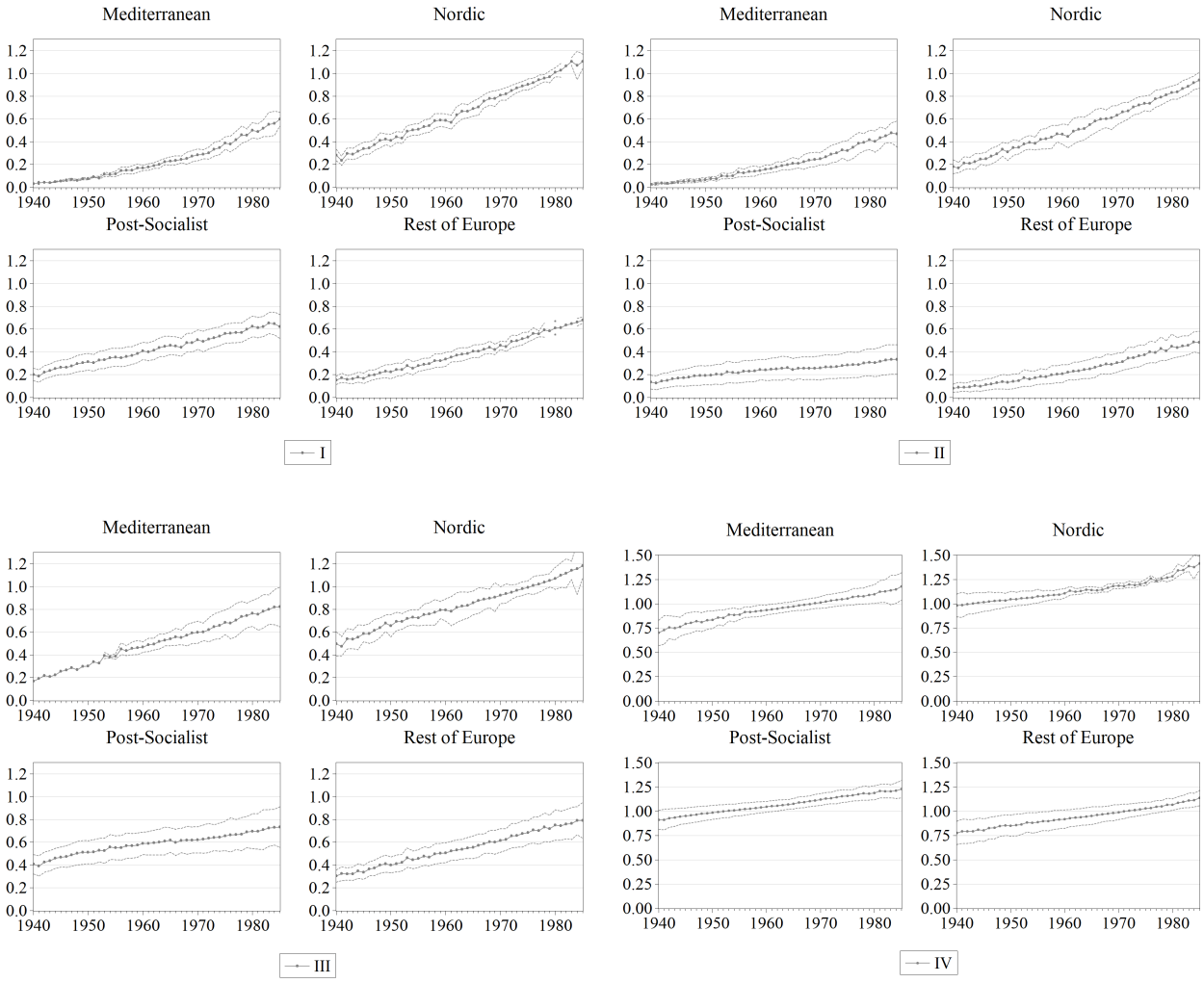


$\Pr(E = 1|P = 3)$ $\Pr(E = 2|P = 3)$ $\Pr(E = 3|P = 3)$



† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. $\Pr(E = i|P = j)$ reads as descendants's probability of attaining education level i conditional on being born to a father with an education level of j. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 68: Relative High Education Prospect by Country Group and Gender



† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to country-clustered 95% confidence interval standard error bands. The measures in the four quadrants refer to high-education probability of descendants born to I) below-high-educated parents relative to high-educated parents II) low-educated parents relative to high-educated parents III) medium-educated parents relative to high-educated parents, and IV) low-educated parents relative to medium-educated parents.

I: $\mathcal{RHEP}_{\text{L\&M/H}} = \frac{\Pr(E{=}3|P{<}3) \text{ if descendant is female}}{\Pr(E{=}3|P{=}3) \text{ if descendant is male}}$

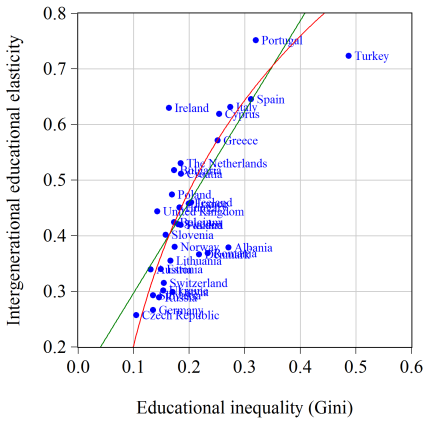
II:$\mathcal{RHEP}_{\text{L/H}} = \frac{\Pr(E{=}3|P{=}1) \text{ if if descendant is female}}{\Pr(E{=}3|P{=}3) \text{ if if descendant is male}}$

III: $\mathcal{RHEP}_{\text{M/H}} = \frac{\Pr(E{=}3|P{=}2) \text{ if descendant is female}}{\Pr(E{=}3|P{=}3) \text{ if descendant is male}}$

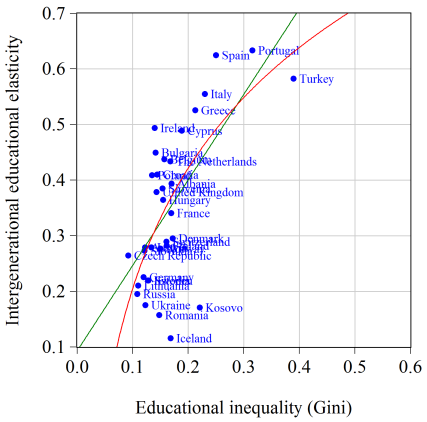
IV:$\mathcal{RHEP}_{\text{H/H}} = \frac{\Pr(E{=}3|P{=}3) \text{ if descendant is female}}{\Pr(E{=}3|P{=}3) \text{ if descendant is male}}$

Figure 69: Educational Great Gatsby Curve (via Ord. Edu. Category-based Elasticity) by Decade

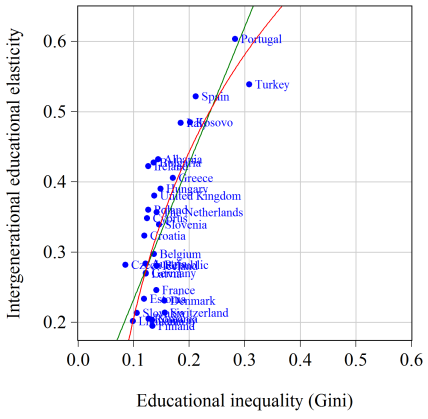
Edu. Great Gatsby Curve in 1940s



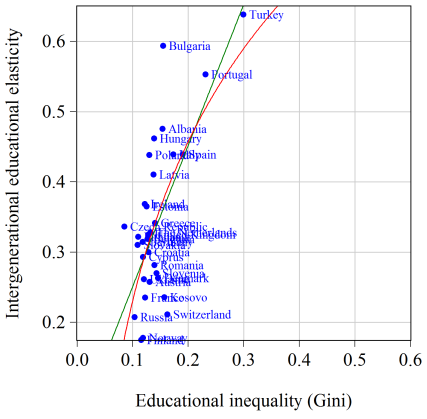
Edu. Great Gatsby Curve in 1950s



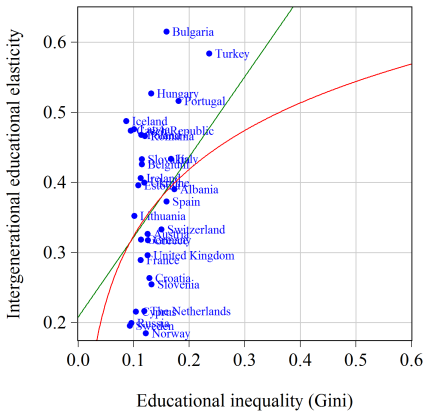
Edu. Great Gatsby Curve in 1960s



Edu. Great Gatsby Curve in 1970s

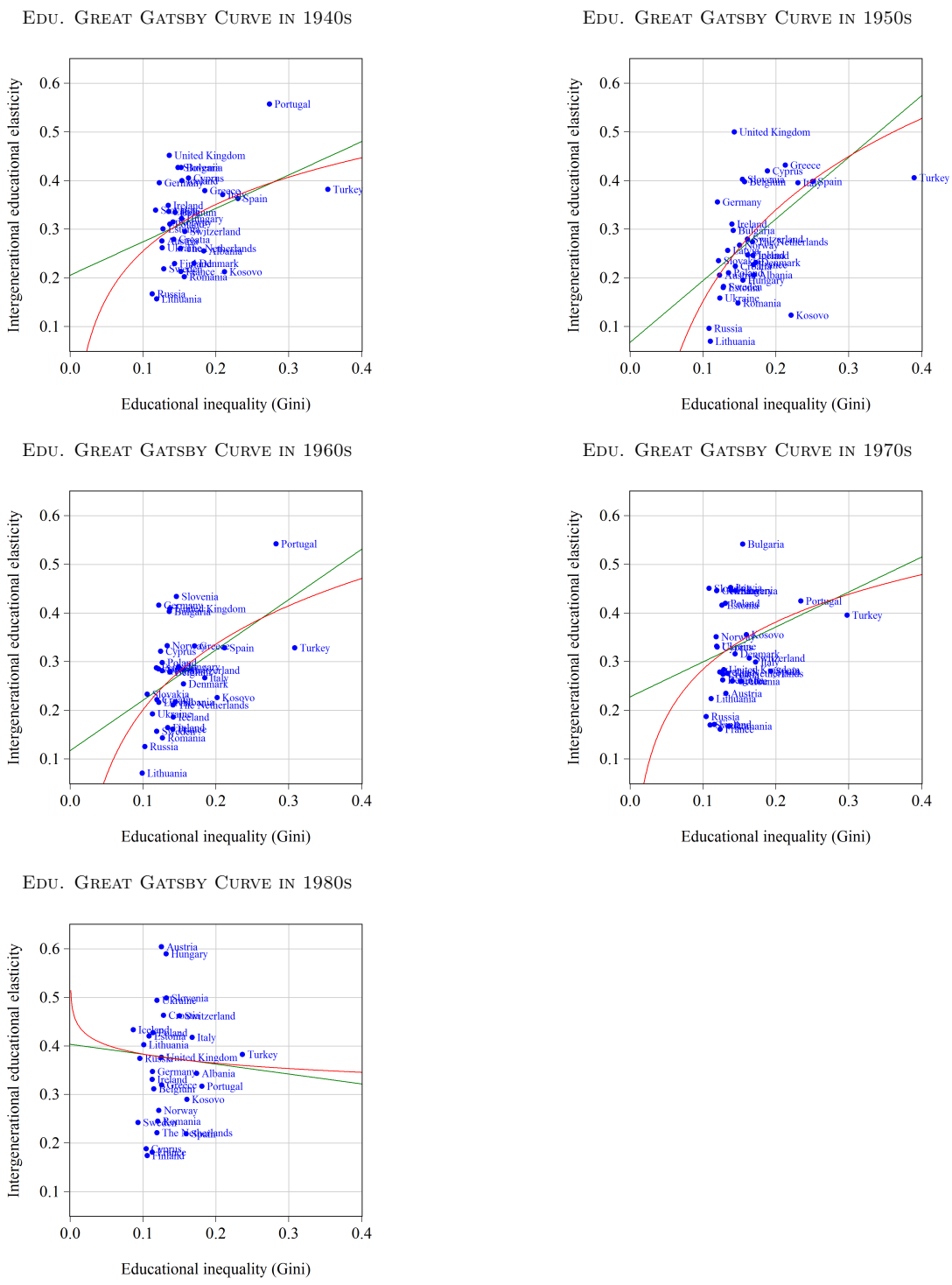


Edu. Great Gatsby Curve in 1980s



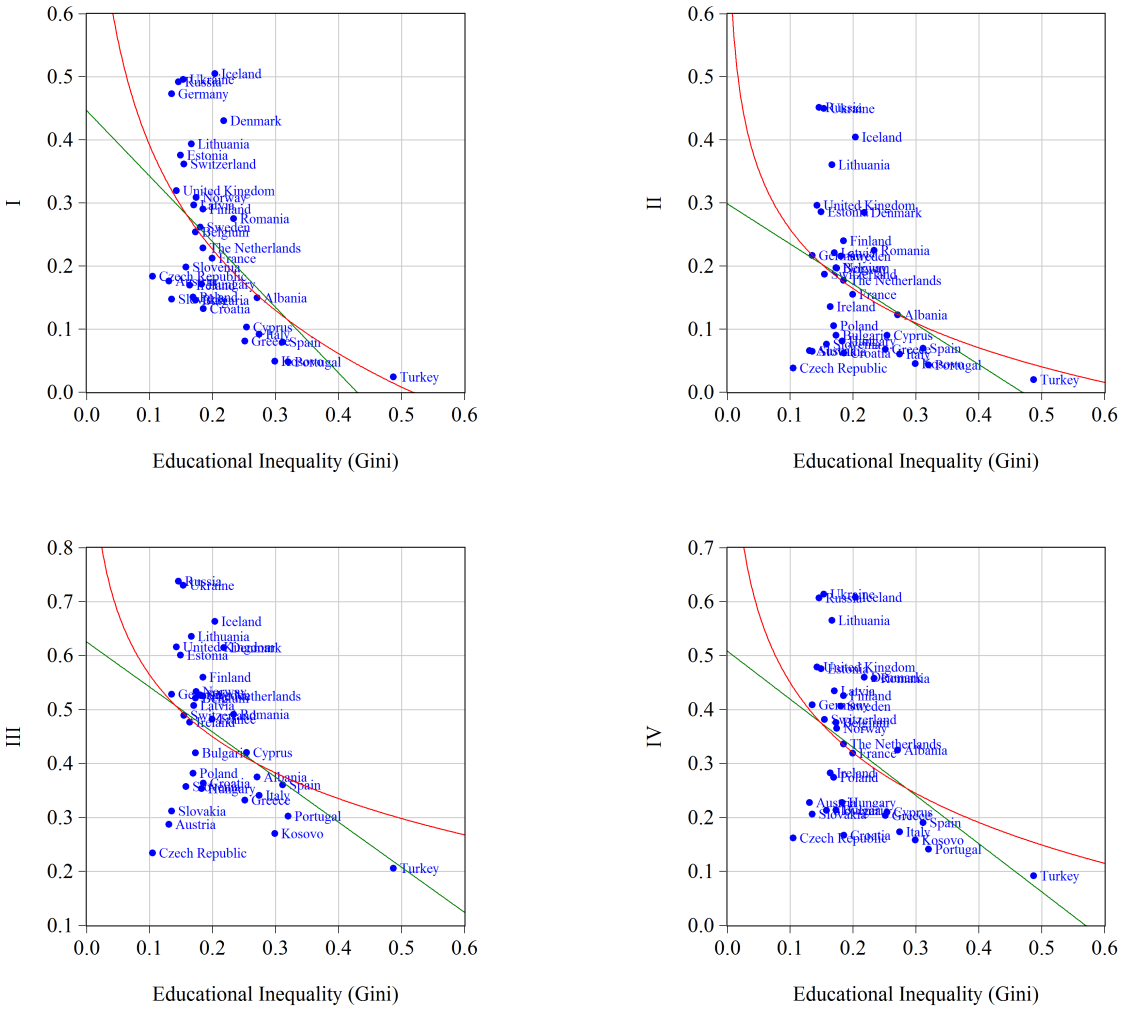
† Decades correspond to ***birth-cohorts*** of interest. The red line refers to the non-linear (logarithmic-linear), and the green line refers to the linear fit between the two variables. Cross-sectional ordinary OLS linear regressions of the intergenerational educational elasticity on educational inequality yield coefficient estimates (and *standard errors*) of 1.63(*0.29*) in 1940s, 1.54(*0.31*) in 1950s, 1.94(*0.30*) in 1960s, 2.01(*0.41*) in in 1970s, and 1.14(*0.71*) in 1980s, with corresponding p values of 0,000, 0.000, 0.000, 0.000, and 0.118, respectively.

Figure 70: Educational Great Gatsby Curve (via Years of Schooling-based Elasticity) by Decade



† Decades correspond to ***birth-cohorts*** of interest. The red line refers to the non-linear (logarithmic-linear), and the green line refers to the linear fit between the two variables. Cross-sectional ordinary OLS linear regressions of the intergenerational educational elasticity on educational inequality yield coefficient estimates (and *standard errors*) of 0.76(*0.38*) in 1940s, 1.26(*0.31*) in 1950s, 1.03(*0.34*) in 1960s, 0.72(*0.53*) in in 1970s, and −0.20(*0.97*) in 1980s, with corresponding p values of 0.053, 0.000, 0.005, 0.186, and 0.834, respectively.

Figure 71: Educational Great Gatsby Curve (via $\mathcal{RHEP}$) in 1940s



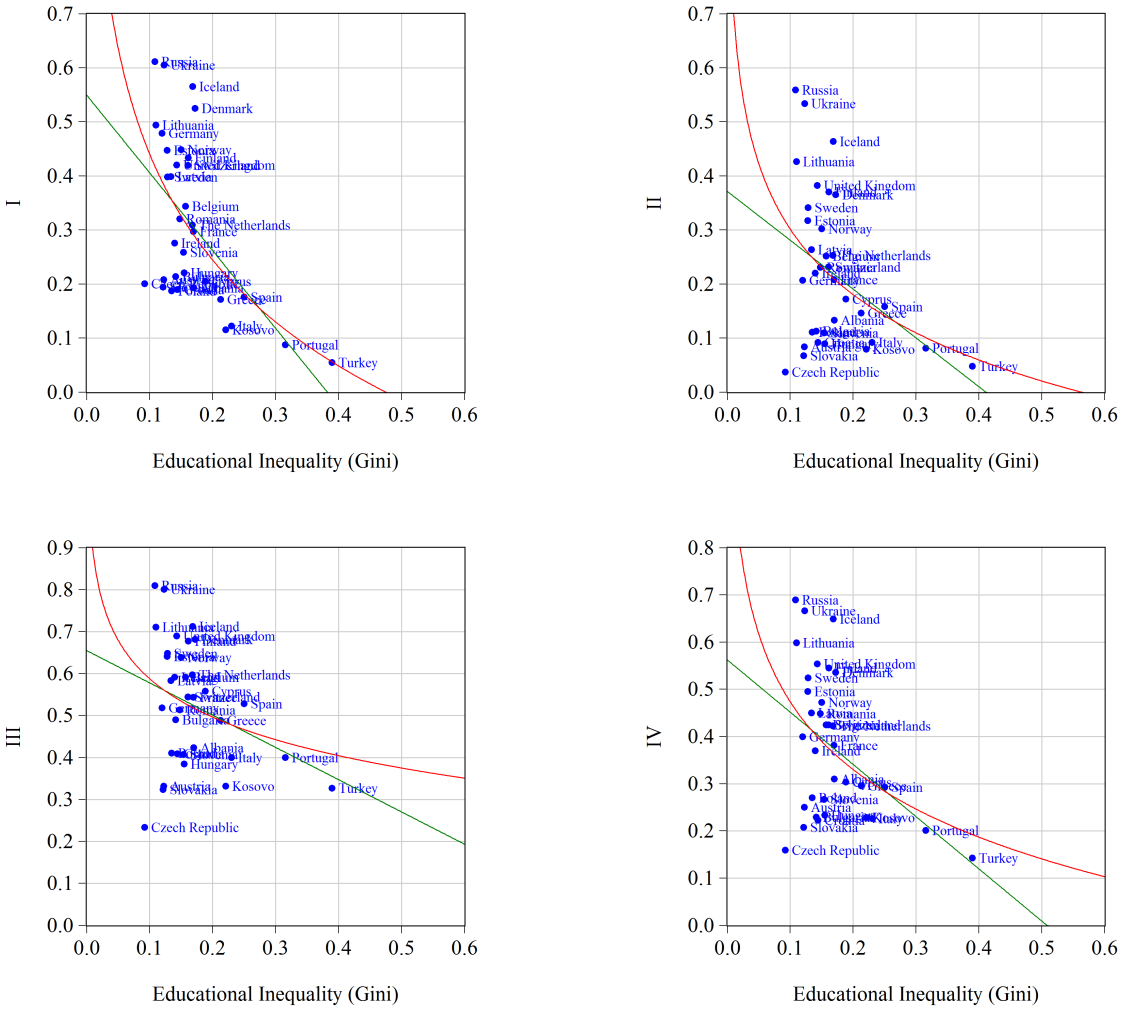
† Decades correspond to ***birth-cohorts*** of interest. The red line refers to the non-linear (logarithmic-linear), and the green line refers to the linear fit between the two variables.The measures in the four quadrants refer to high-education probability of descendants born to I) below-high-educated parents relative to high-educated parents II) low-educated parents relative to high-educated parents III) medium-educated parents relative to high-educated parents, and IV) low-educated parents relative to medium-educated parents.

I: $\mathcal{RHEP}_{\text{L\&M/H}} = \frac{\Pr(E=3|P=1\vee 2)}{\Pr(E=3|P=3)} = \frac{\Pr(E=3|P\neq 3)}{\Pr(E=3|P=3)}$ II: $\mathcal{RHEP}_{\text{L/H}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=3)}$

III: $\mathcal{RHEP}_{\text{M/H}} = \frac{\Pr(E=3|P=2)}{\Pr(E=3|P=3)}$ IV: $\mathcal{RHEP}_{\text{L/M}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=2)}$

Cross-sectional ordinary OLS linear regressions of the four relative high education prospect variables on educational inequality yield coefficient estimates (and *standard errors*) of $-1.04(0.28)$ $-0.64(0.27)$, $-0.84(0.30)$, $-0.89(0.32)$ with corresponding p values of 0.001, 0.022, 0.009, 0.008, respectively.

Figure 72: Educational Great Gatsby Curve (via $\mathcal{RHEP}$) in 1950s



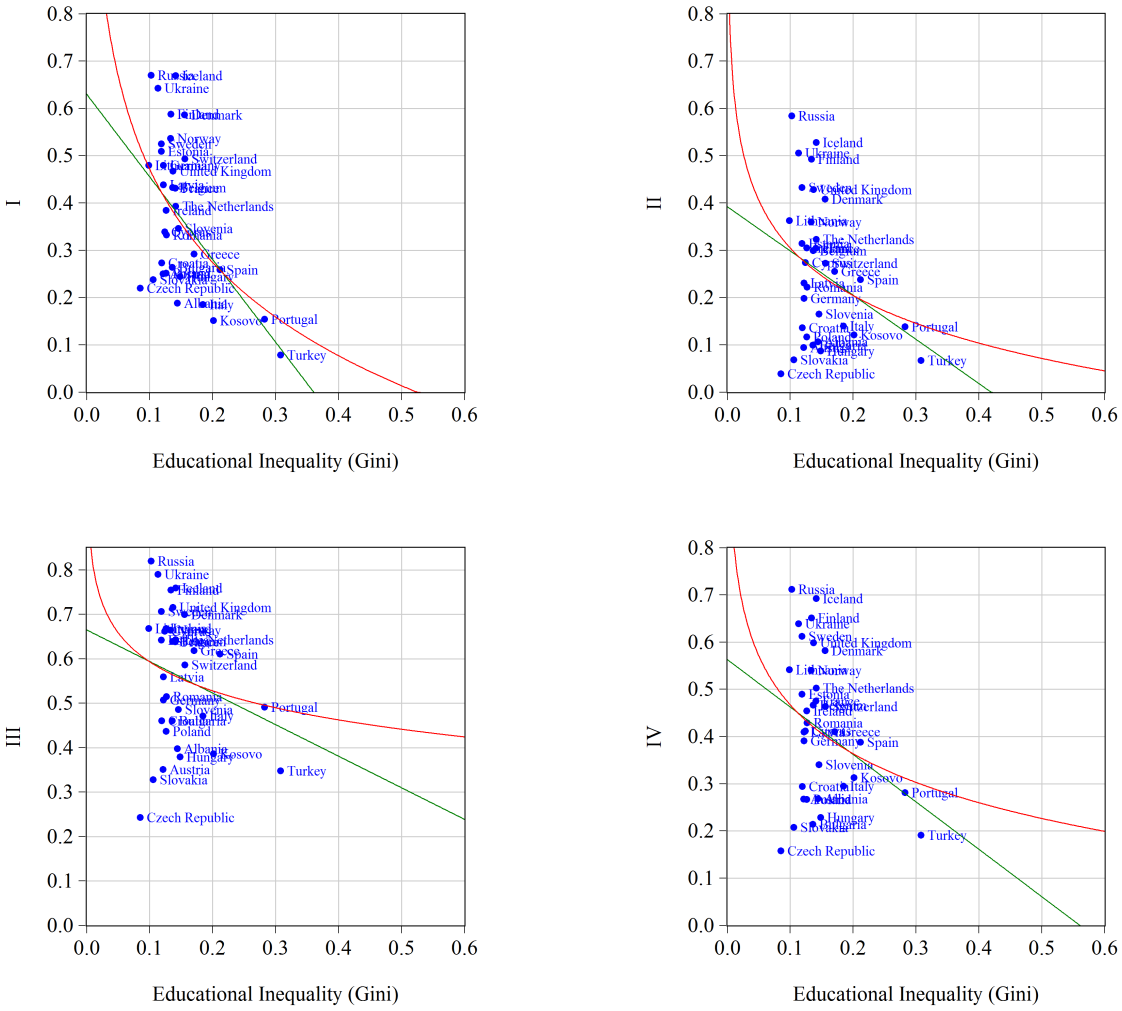
† Decades correspond to ***birth-cohorts*** of interest. The red line refers to the non-linear (logarithmic-linear), and the green line refers to the linear fit between the two variables.The measures in the four quadrants refer to high-education probability of descendants born to I) below-high-educated parents relative to high-educated parents II) low-educated parents relative to high-educated parents III) medium-educated parents relative to high-educated parents, and IV) low-educated parents relative to medium-educated parents.

I: $\mathcal{RHEP}_{\text{L\&M/H}} = \frac{\Pr(E=3|P=1\vee 2)}{\Pr(E=3|P=3)} = \frac{\Pr(E=3|P\neq 3)}{\Pr(E=3|P=3)}$ II: $\mathcal{RHEP}_{\text{L/H}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=3)}$

III: $\mathcal{RHEP}_{\text{M/H}} = \frac{\Pr(E=3|P=2)}{\Pr(E=3|P=3)}$ IV: $\mathcal{RHEP}_{\text{L/M}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=2)}$

Cross-sectional ordinary OLS linear regressions of the four relative high education prospect variables on educational inequality yield coefficient estimates (and *standard errors*) of $-1.44(0.38)$ $-0.90(0.39)$, $-0.77(0.41)$, $-1.11(0.41)$ with corresponding p values of 0.001, 0.028, 0.071, 0.012, respectively.

Figure 73: Educational Great Gatsby Curve (via $\mathcal{RHEP}$) in 1960s



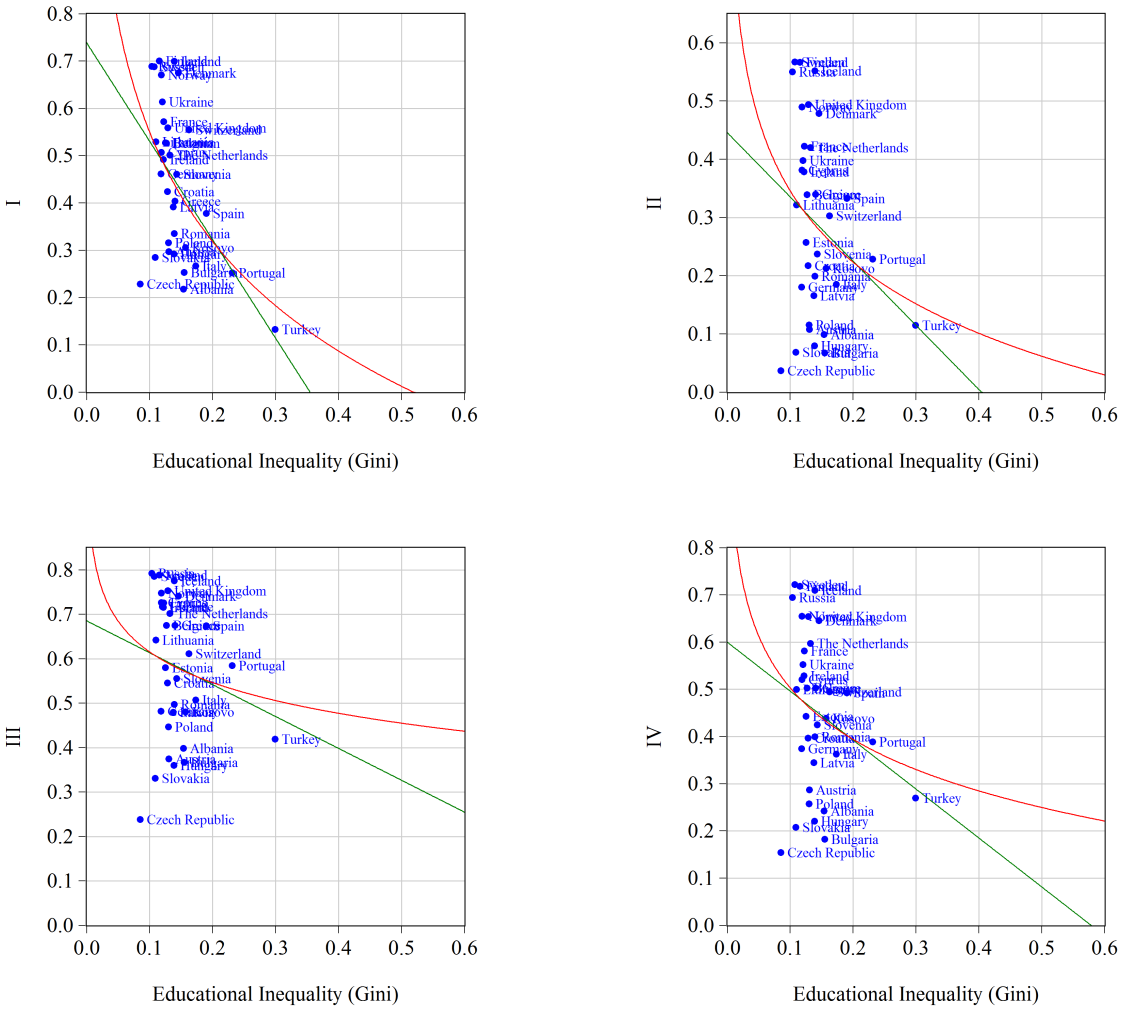
† Decades correspond to ***birth-cohorts*** of interest. The red line refers to the non-linear (logarithmic-linear), and the green line refers to the linear fit between the two variables.The measures in the four quadrants refer to high-education probability of descendants born to I) below-high-educated parents relative to high-educated parents II) low-educated parents relative to high-educated parents III) medium-educated parents relative to high-educated parents, and IV) low-educated parents relative to medium-educated parents.

I: $\mathcal{RHEP}_{\text{L\&M/H}} = \frac{\Pr(E=3|P=1\vee 2)}{\Pr(E=3|P=3)} = \frac{\Pr(E=3|P\neq 3)}{\Pr(E=3|P=3)}$ II: $\mathcal{RHEP}_{\text{L/H}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=3)}$

III: $\mathcal{RHEP}_{\text{M/H}} = \frac{\Pr(E=3|P=2)}{\Pr(E=3|P=3)}$ IV: $\mathcal{RHEP}_{\text{L/M}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=2)}$

Cross-sectional ordinary OLS linear regressions of the four relative high education prospect variables on educational inequality yield coefficient estimates (and *standard errors*) of $-1.75(0.53)$ $-0.93(0.54)$, $-0.71(0.55)$, $-1.00(0.56)$ with corresponding p values of 0.002, 0.094, 0.207, 0.083, respectively.

Figure 74: Educational Great Gatsby Curve (via $\mathcal{RHEP}$) in 1970s



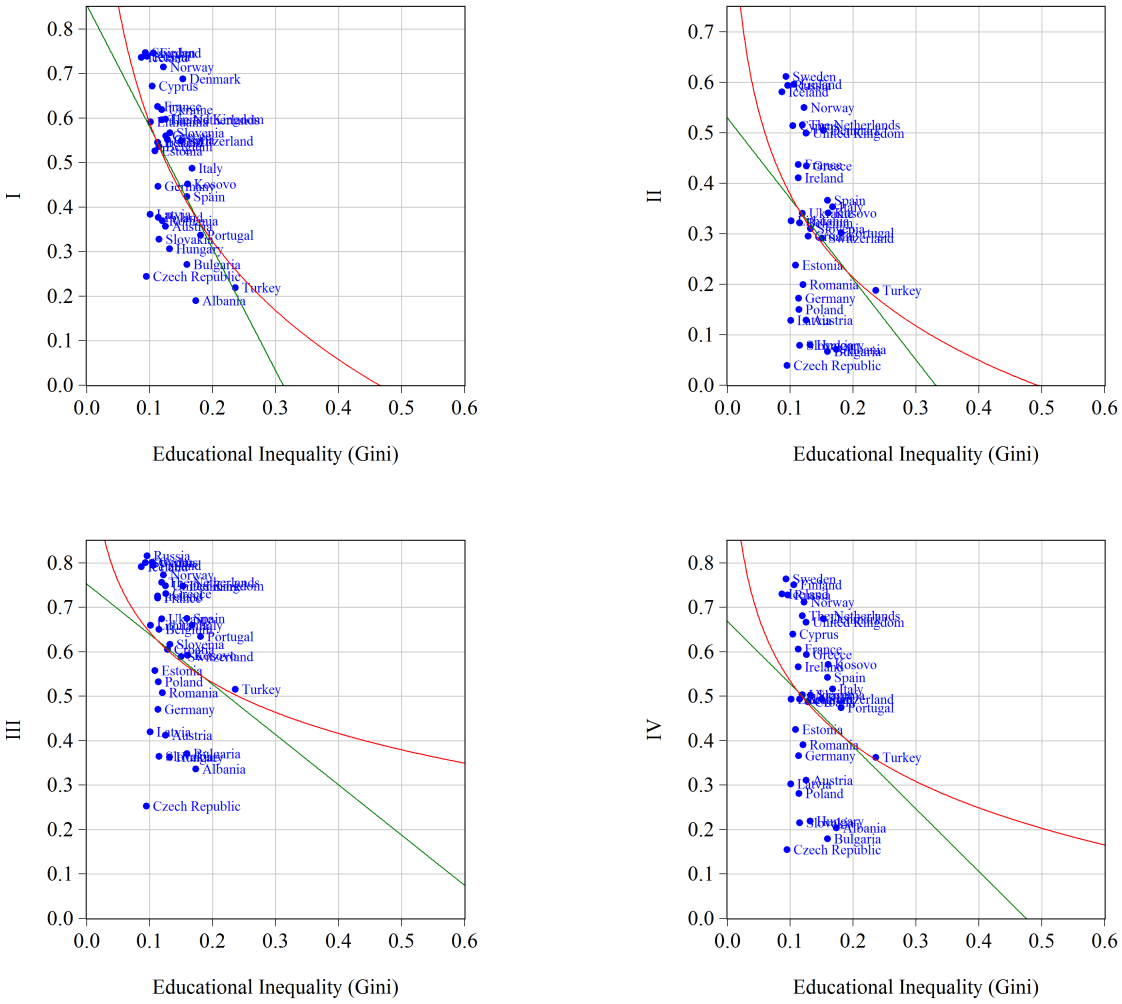
† Decades correspond to ***birth-cohorts*** of interest. The red line refers to the non-linear (logarithmic-linear), and the green line refers to the linear fit between the two variables.The measures in the four quadrants refer to high-education probability of descendants born to I) below-high-educated parents relative to high-educated parents II) low-educated parents relative to high-educated parents III) medium-educated parents relative to high-educated parents, and IV) low-educated parents relative to medium-educated parents.

I: $\mathcal{RHEP}_{\text{L\&M/H}} = \frac{\Pr(E=3|P=1\vee 2)}{\Pr(E=3|P=3)} = \frac{\Pr(E=3|P\neq 3)}{\Pr(E=3|P=3)}$ II: $\mathcal{RHEP}_{\text{L/H}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=3)}$

III: $\mathcal{RHEP}_{\text{M/H}} = \frac{\Pr(E=3|P=2)}{\Pr(E=3|P=3)}$ IV: $\mathcal{RHEP}_{\text{L/M}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=2)}$

Cross-sectional ordinary OLS linear regressions of the four relative high education prospect variables on educational inequality yield coefficient estimates (and *standard errors*) of $-2.08(0.65)$ $-1.10(0.72)$, $-0.72(0.70)$, $-1.04(0.73)$ with corresponding p values of 0.003, 0.134, 0.316, 0.168, respectively.

Figure 75: Educational Great Gatsby Curve (via $\mathcal{RHEP}$) in 1980s



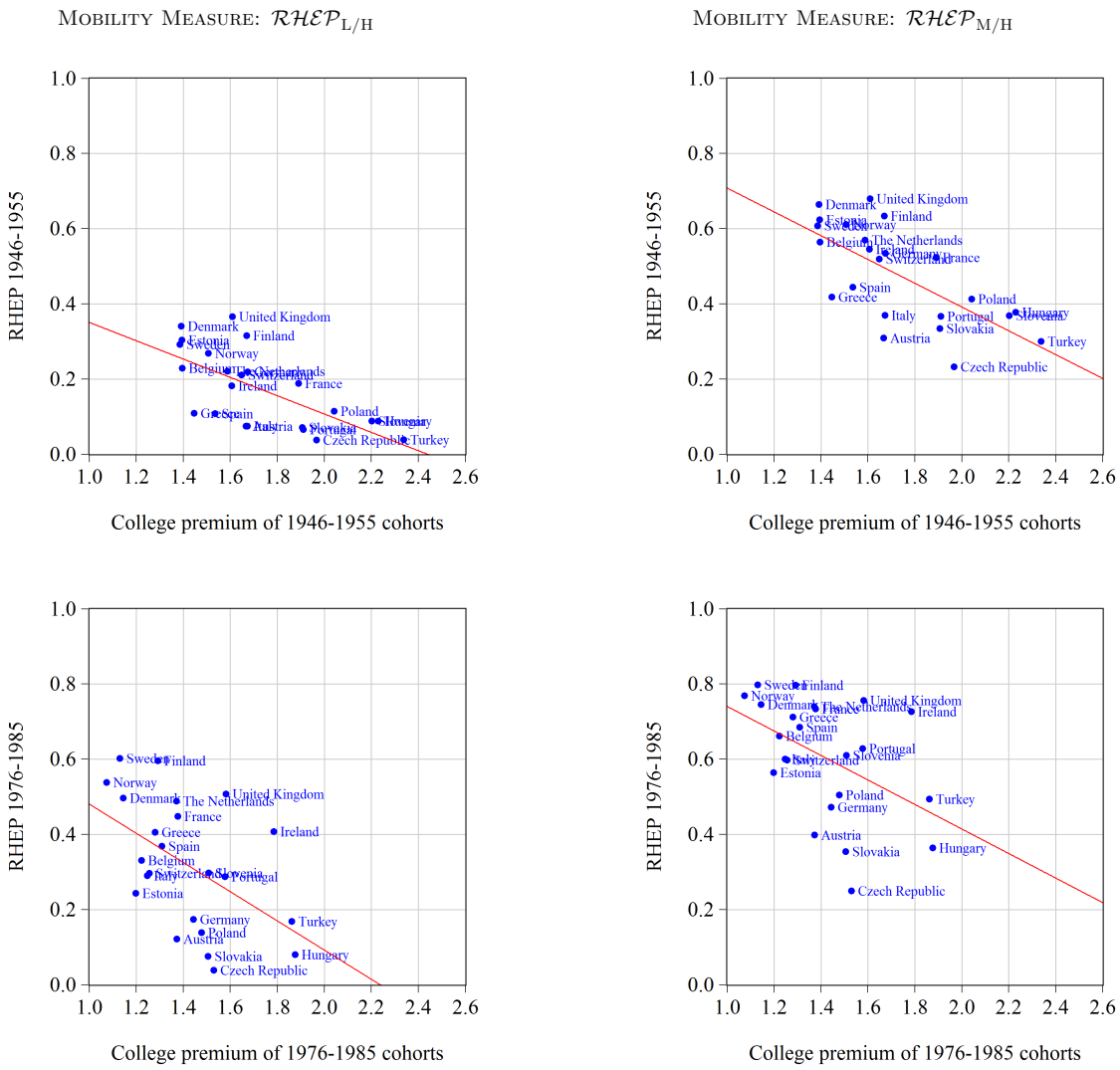
† Decades correspond to ***birth-cohorts*** of interest. The red line refers to the non-linear (logarithmic-linear), and the green line refers to the linear fit between the two variables.The measures in the four quadrants refer to high-education probability of descendants born to I) below-high-educated parents relative to high-educated parents II) low-educated parents relative to high-educated parents III) medium-educated parents relative to high-educated parents, and IV) low-educated parents relative to medium-educated parents.

I: $\mathcal{RHEP}_{\text{L\&M/H}} = \frac{\Pr(E=3|P=1\vee 2)}{\Pr(E=3|P=3)} = \frac{\Pr(E=3|P\neq 3)}{\Pr(E=3|P=3)}$ II: $\mathcal{RHEP}_{\text{L/H}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=3)}$

III: $\mathcal{RHEP}_{\text{M/H}} = \frac{\Pr(E=3|P=2)}{\Pr(E=3|P=3)}$ IV: $\mathcal{RHEP}_{\text{L/M}} = \frac{\Pr(E=3|P=1)}{\Pr(E=3|P=2)}$

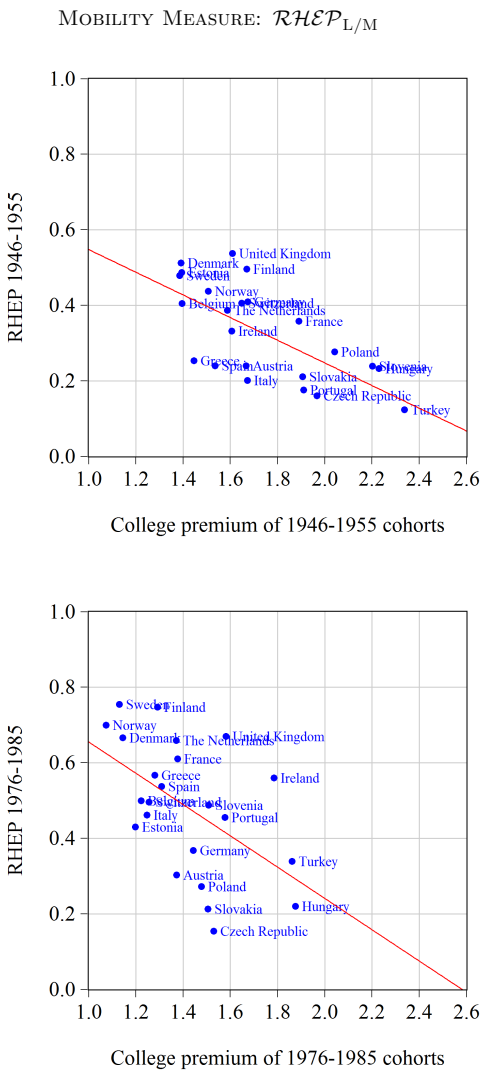
Cross-sectional ordinary OLS linear regressions of the four relative high education prospect variables on educational inequality yield coefficient estimates (and *standard errors*) of $-2.74(0.80)$ $-1.60(0.96)$, $-1.13(0.88)$, $-1.41(0.99)$ with corresponding p values of 0.002, 0.107, 0.209, 0.167, respectively.

Figure 76: Intergenerational Educational Mobility and Returns to Education by Country



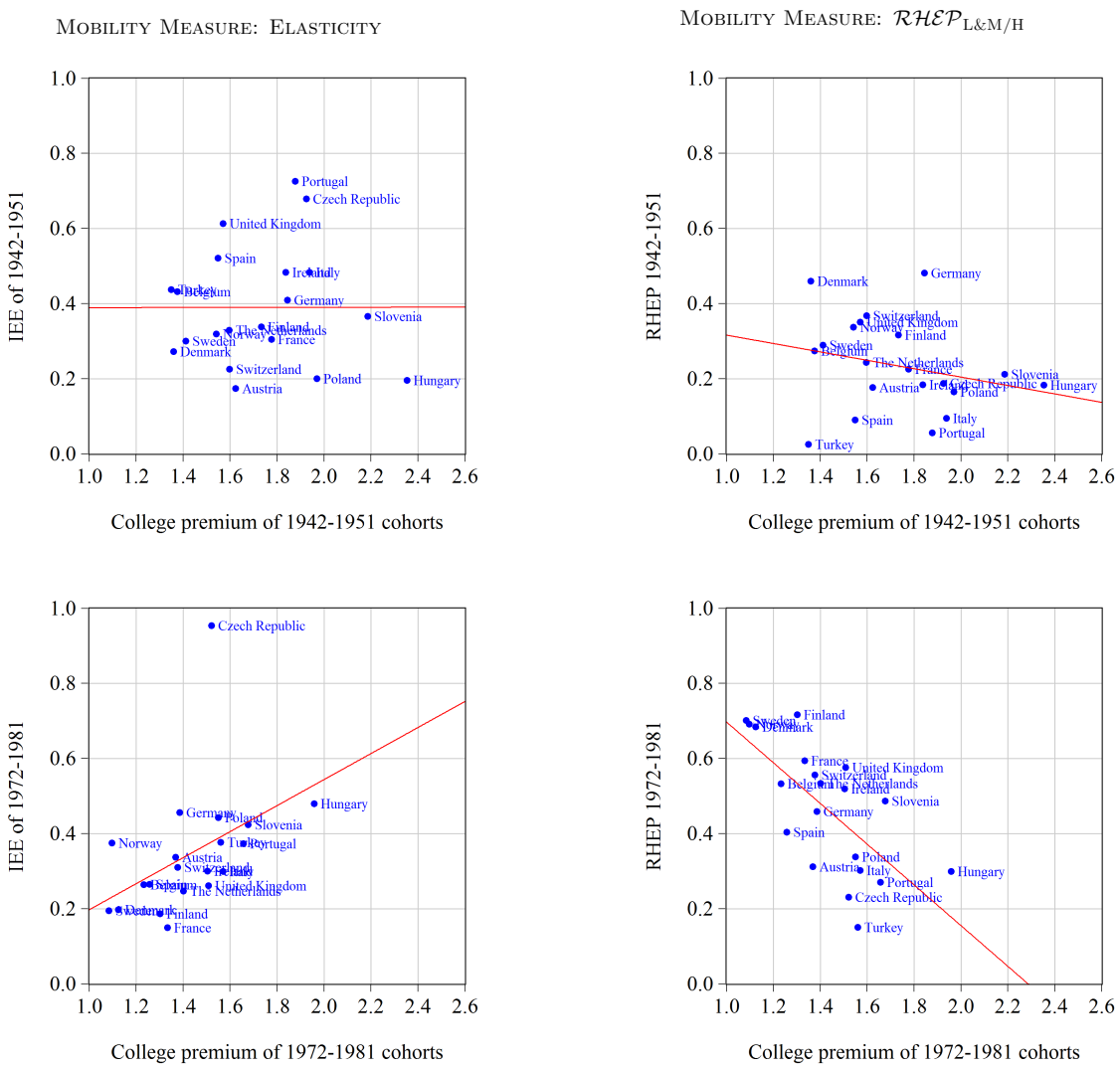
† The red line refers to the linear fit between the two variables. Cross-sectional OLS linear regressions of $\mathcal{RHEP}_{\text{L/H}}$ on 2010 college earning premium yield coefficient estimates (and *standard errors*) of $-0.24(0.06)$ and $-0.38(0.14)$ with corresponding p values of 0.0005 and 0.0145 for the cohorts of 1946-1955 and 1976-1985, respectively. Cross-sectional OLS linear regressions of $\mathcal{RHEP}_{\text{M/H}}$ on 2010 college earning premium yield coefficient estimates (and *standard errors*) of $-0.31(0.07)$ and $-0.32(0.14)$ with corresponding p values of 0.0003 and 0.0267 for the cohorts of 1946-1955 and 1976-1985, respectively.

Figure 77: Intergenerational Educational Mobility and Returns to Education by Country



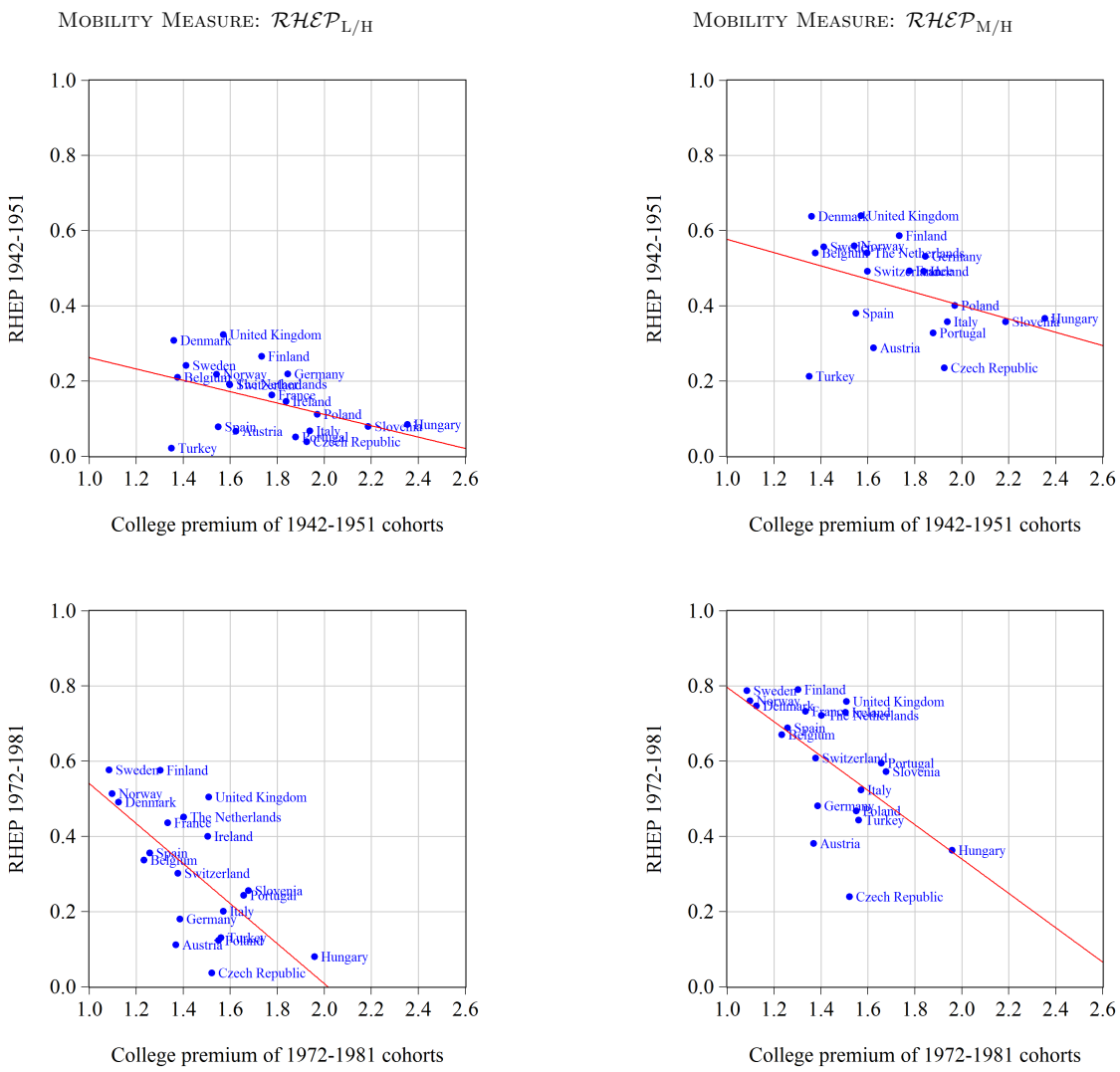
† The red line refers to the linear fit between the two variables. Cross-sectional OLS linear regressions of $\mathcal{RHEP}_{\text{L/M}}$ on 2010 college earning premium yield coefficient estimates (and *standard errors*) of $-0.300(0.07)$ and $-0.414(0.147)$ with corresponding p values of 0.0004 and 0.0104 for the cohorts of 1946-1955 and 1976-1985, respectively.

Figure 78: Intergenerational Educational Mobility and College Earning Premium by Country



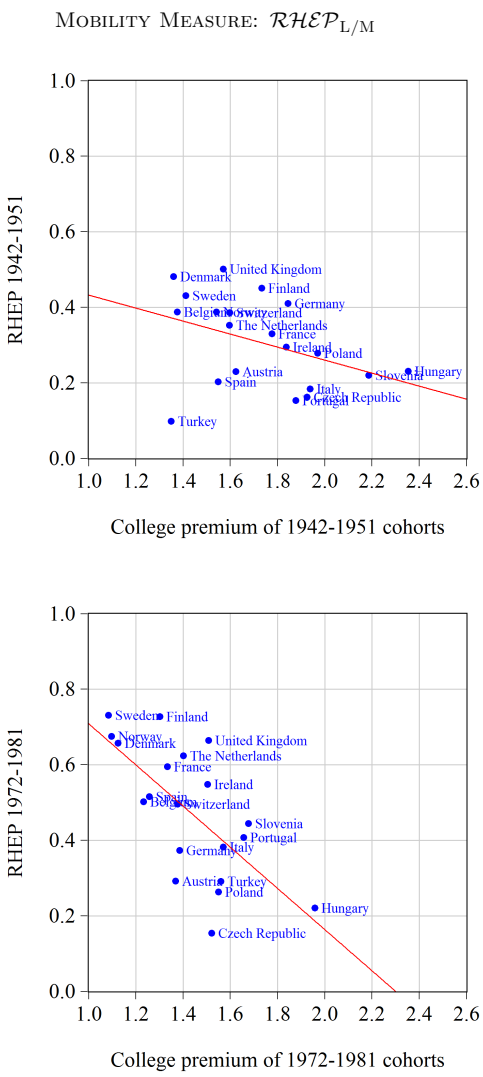
† The red line refers to the linear fit between the two variables. Cross-sectional OLS linear regressions of the intergenerational educational elasticity on 2006 college earning premium yield coefficient estimates (and *standard errors*) of 0.001(*0.13*) and 0.34(*0.17*) with corresponding p values of 0.995 and 0.054 for the cohorts of 1942-1951 and 1972-1981, respectively. Cross-sectional OLS linear regressions of the educational equality of opportunity on 2006 college earning premium yield coefficient estimates (and *standard errors*) of -0.11(*0.10*) and -0.54(*0.13*) with corresponding p values of 0.296 and 0.001 for the cohorts of 1942-1951 and 1972-1981, respectively.

Figure 79: Intergenerational Educational Mobility and Returns to Education by Country



† The red line refers to the linear fit between the two variables. Cross-sectional OLS linear regressions of $\mathcal{RHEP}_{\text{L/H}}$ on 2006 college earning premium yield coefficient estimates (and *standard errors*) of $-0.15(0.07)$ and $-0.53(0.14)$ with corresponding p values of 0.046 and 0.001 for the cohorts of 1946-1955 and 1976-1985, respectively. Cross-sectional OLS linear regressions of $\mathcal{RHEP}_{\text{M/H}}$ on 2006 college earning premium yield coefficient estimates (and *standard errors*) of $-0.18(0.10)$ and $-0.46(0.14)$ with corresponding p values of 0.103 and 0.004 for the cohorts of 1946-1955 and 1976-1985, respectively.

Figure 80: Intergenerational Educational Mobility and Returns to Education by Country



† The red line refers to the linear fit between the two variables. Cross-sectional OLS linear regressions of $\mathcal{RHEP}_{\mathrm{L/M}}$ on 2006 college earning premium yield coefficient estimates (and *standard errors*) of $-0.17(0.09)$ and $-0.54(0.14)$ with corresponding p values of 0.083 and 0.001 for the cohorts of 1946-1955 and 1976-1985, respectively.

Tables

Table 1: European Values Study Descriptive Statistics by Country Group

		Years of Schooling		Age	
Country	No of Obs.	Mean	Std. Dev.	Mean	Std. Dev.
Mediterranean	8307	12.80	7.18	43.76	12.75
Nordic	4712	18.09	6.85	46.24	12.46
Post-socialist	16102	15.05	5.65	44.94	13.00
Rest of Europe	9144	13.26	5.04	46.01	12.66

Table 2: European Values Study Descriptive Statistics by Country

		Years of Schooling		Age	
Country	No of Obs.	Mean	Std. Dev.	Mean	Std. Dev.
Albania	1256	13.15	5.80	43.97	12.06
Austria	1182	13.79	5.65	44.55	12.96
Belgium	1165	13.64	3.65	45.57	12.39
Bulgaria	1127	14.11	5.35	46.84	13.07
Croatia	1109	16.80	7.45	43.69	13.23
Cyprus	724	12.27	5.25	46.22	13.35
Czech Republic	1345	16.27	7.06	46.15	13.09
Denmark	1207	15.03	5.76	46.97	12.53
Estonia	1096	14.62	4.12	46.25	12.91
Finland	983	18.33	6.29	45.69	12.34
France	1137	13.87	4.65	45.49	12.67
Germany	1636	12.54	5.47	46.88	12.36
Greece	1097	12.23	4.80	45.46	12.79
Hungary	1179	12.84	3.66	43.54	12.79
Iceland	648	19.89	7.56	44.25	12.21
Ireland	777	13.05	5.55	43.72	12.85
Italy	1157	14.81	7.44	44.52	12.75
Kosovo	1248	15.07	5.98	40.01	12.85
Latvia	1116	16.31	5.92	45.02	13.20
Lithuania	1102	16.02	5.03	45.43	12.85
Norway	894	18.98	6.47	45.46	12.48
Poland	1178	16.01	5.71	43.54	12.98
Portugal	1091	10.99	7.23	46.48	12.88
Romania	1152	14.67	6.55	46.18	12.69
Russia	1126	15.75	5.42	43.67	12.70
Slovakia	1132	12.96	3.43	48.69	11.71
Slovenia	1050	14.34	5.02	45.10	12.81
Spain	1070	13.01	6.15	42.63	12.46
Sweden	980	19.60	7.27	47.93	12.40
Switzerland	1008	12.71	4.99	45.44	12.68
The Netherlands	1128	13.86	4.59	49.17	11.95
Turkey	1912	12.79	9.43	40.33	12.21
Ukraine	1142	14.74	4.67	45.39	12.93
United Kingdom	1111	12.74	5.20	46.13	12.89
All	38265	14.51	6.26	45.10	12.83

Table 3: European Values Study Distribution of Descendants over Education Categories

Country	Country Group	All descendants			Male descendants			Female descendants		
		Low	Medium	High	Low	Medium	High	Low	Medium	High
Albania	Mediterranean	0.42	0.39	0.19	0.39	0.42	0.19	0.45	0.37	0.19
Cyprus	Mediterranean	0.29	0.51	0.20	0.21	0.55	0.24	0.35	0.48	0.17
Greece	Mediterranean	0.33	0.43	0.23	0.28	0.46	0.26	0.37	0.41	0.21
Italy	Mediterranean	0.32	0.48	0.20	0.32	0.50	0.18	0.32	0.47	0.21
Portugal	Mediterranean	0.70	0.18	0.12	0.68	0.21	0.10	0.71	0.15	0.14
Spain	Mediterranean	0.41	0.36	0.23	0.38	0.37	0.25	0.44	0.35	0.21
Turkey	Mediterranean	0.75	0.16	0.09	0.66	0.22	0.12	0.81	0.13	0.06
Mediterranean		0.49	0.34	0.17	0.45	0.37	0.18	0.54	0.31	0.16
Denmark	Nordic	0.19	0.41	0.41	0.20	0.46	0.34	0.17	0.35	0.47
Finland	Nordic	0.08	0.29	0.63	0.09	0.31	0.60	0.08	0.28	0.65
Iceland	Nordic	0.19	0.39	0.43	0.16	0.46	0.38	0.21	0.31	0.48
Norway	Nordic	0.23	0.29	0.48	0.24	0.34	0.43	0.22	0.25	0.53
Sweden	Nordic	0.18	0.44	0.38	0.20	0.51	0.29	0.16	0.39	0.45
Nordic		0.17	0.37	0.46	0.18	0.41	0.41	0.16	0.32	0.52
Bulgaria	Post-Socialist	0.20	0.57	0.23	0.20	0.62	0.18	0.21	0.53	0.26
Croatia	Post-Socialist	0.17	0.59	0.24	0.13	0.63	0.24	0.20	0.56	0.24
Czech Republic	Post-Socialist	0.07	0.79	0.14	0.05	0.78	0.17	0.09	0.79	0.12
Estonia	Post-Socialist	0.39	0.31	0.31	0.46	0.27	0.28	0.35	0.33	0.32
Hungary	Post-Socialist	0.16	0.63	0.21	0.12	0.68	0.20	0.20	0.58	0.22
Kosovo	Post-Socialist	0.15	0.64	0.21	0.08	0.65	0.26	0.21	0.62	0.17
Latvia	Post-Socialist	0.13	0.55	0.32	0.18	0.59	0.24	0.11	0.52	0.37
Lithuania	Post-Socialist	0.13	0.39	0.49	0.16	0.42	0.41	0.10	0.35	0.55
Poland	Post-Socialist	0.09	0.67	0.24	0.08	0.72	0.20	0.11	0.63	0.26
Romania	Post-Socialist	0.26	0.61	0.14	0.20	0.67	0.13	0.30	0.56	0.14
Russia	Post-Socialist	0.07	0.57	0.36	0.09	0.56	0.35	0.06	0.57	0.37
Slovakia	Post-Socialist	0.12	0.75	0.13	0.08	0.81	0.11	0.15	0.71	0.14
Slovenia	Post-Socialist	0.40	0.36	0.24	0.43	0.37	0.20	0.37	0.36	0.27
Ukraine	Post-Socialist	0.05	0.47	0.48	0.05	0.56	0.39	0.04	0.42	0.54
Post-Socialist		0.17	0.58	0.26	0.16	0.61	0.23	0.17	0.55	0.28
Austria	Rest of Europe	0.12	0.75	0.13	0.08	0.77	0.15	0.16	0.73	0.12
Belgium	Rest of Europe	0.26	0.34	0.40	0.27	0.37	0.36	0.26	0.31	0.43
France	Rest of Europe	0.16	0.45	0.39	0.14	0.48	0.38	0.17	0.43	0.40
Germany	Rest of Europe	0.10	0.67	0.23	0.08	0.65	0.28	0.11	0.69	0.19
Ireland	Rest of Europe	0.36	0.38	0.26	0.37	0.36	0.27	0.35	0.40	0.25
Switzerland	Rest of Europe	0.12	0.62	0.27	0.09	0.59	0.32	0.14	0.64	0.22
The Netherlands	Rest of Europe	0.33	0.28	0.39	0.30	0.29	0.40	0.35	0.26	0.39
United Kingdom	Rest of Europe	0.41	0.20	0.39	0.37	0.20	0.43	0.44	0.20	0.36
Rest of Europe		0.21	0.49	0.30	0.19	0.49	0.32	0.23	0.49	0.28
All		0.25	0.47	0.27	0.24	0.50	0.26	0.27	0.45	0.28

Table 4: European Values Study Distribution of Parents over Education Categories

Country	Country Group	Father		
		Low	Medium	High
Albania	Mediterranean	0.77	0.17	0.06
Cyprus	Mediterranean	0.80	0.16	0.04
Greece	Mediterranean	0.75	0.18	0.07
Italy	Mediterranean	0.77	0.19	0.05
Portugal	Mediterranean	0.94	0.03	0.03
Spain	Mediterranean	0.81	0.12	0.07
Turkey	Mediterranean	0.92	0.06	0.02
Mediterranean		0.83	0.12	0.05
Denmark	Nordic	0.30	0.47	0.23
Finland	Nordic	0.51	0.27	0.22
Iceland	Nordic	0.32	0.49	0.19
Norway	Nordic	0.58	0.21	0.21
Sweden	Nordic	0.64	0.22	0.14
Nordic		0.47	0.33	0.20
Bulgaria	Post-Socialist	0.52	0.38	0.10
Croatia	Post-Socialist	0.47	0.40	0.13
Czech Republic	Post-Socialist	0.18	0.76	0.06
Estonia	Post-Socialist	0.71	0.16	0.13
Hungary	Post-Socialist	0.40	0.49	0.11
Kosovo	Post-Socialist	0.58	0.31	0.11
Latvia	Post-Socialist	0.49	0.38	0.13
Lithuania	Post-Socialist	0.53	0.29	0.19
Poland	Post-Socialist	0.37	0.55	0.08
Romania	Post-Socialist	0.64	0.31	0.04
Russia	Post-Socialist	0.38	0.42	0.20
Slovakia	Post-Socialist	0.46	0.49	0.05
Slovenia	Post-Socialist	0.73	0.18	0.09
Ukraine	Post-Socialist	0.38	0.36	0.25
Post-Socialist		0.48	0.40	0.12
Austria	Rest of Europe	0.33	0.61	0.06
Belgium	Rest of Europe	0.58	0.25	0.17
France	Rest of Europe	0.59	0.27	0.14
Germany	Rest of Europe	0.16	0.66	0.18
Ireland	Rest of Europe	0.77	0.16	0.07
Switzerland	Rest of Europe	0.27	0.57	0.16
The Netherlands	Rest of Europe	0.68	0.14	0.18
United Kingdom	Rest of Europe	0.67	0.11	0.21
Rest of Europe		0.47	0.38	0.15
All		0.56	0.32	0.12

Generalized Ordered Logit with Parental Education Indicators

The standard ordered logit model that we use throughout the paper implicitly assumes that a change in parental education affects descendants's odds of attaining low or medium education relative to high education $\left(\frac{Pr(E\leq 2)}{Pr(E>2)}\right)$, and the odds of attaining low education relative to above-low educational attainment $\left(\frac{Pr(E=1)}{Pr(E>1)}\right)$ identically, which is referred as the *proportional odds* assumption of this class of models. The *partial proportional odds model* (also coined as the *generalized ordered logit model*) relaxes this assumption, and allows in our design for parental education to affect these two different odds ratios heterogeneously.[1] We exemplify this point in Table 5, and show that the ordered logit method offers a single odds ratio, whereas the generalized ordered logit model offers two different ones as follows:

Table 5: Odds Ratios by Ordered Logit and Generalized Ordered Logit Models

Odds Ratio	Ordered Logit	Generalized Ordered Logit
$\log\left[\frac{Pr(E=1\|X)}{Pr(E>1\|X)}\right]$	$\theta_1 - X\beta$	$\theta_1 - X\beta_1$
$\log\left[\frac{Pr(E\leq 2\|X)}{Pr(E>2\|X)}\right]$	$\theta_2 - X\beta$	$\theta_2 - X\beta_2$

As we control for parental education with a a single variable that takes three values (i.e. 1 for low, 2 for medium and 3 for high education), the proportional odds assumption of the ordered logit models we use in our estimations implicitly imposes that the effect of a one-step increase in parental education on the relative odds of high educational attainment does *not* depend on the initial level of parental education. In other words, our default model implicitly assumes that this relative odds increases at the same rate when parental education increases from (i) low to medium, and (ii) medium to high. In order to relax this restriction, we first change the way we control for parental education: we control for parental education with *two* indicator variables, one controlling for whether parental education is low and another controlling for whether parental education is medium; and second we utilize the generalized ordered logit methodology. Accordingly, we allow for the effect of a change in parental education to vary across the two different odds ratios, thereby depend on the specific level of parental education from which the change occurs. We display our resultant findings in Figure 81 to Figure 90.

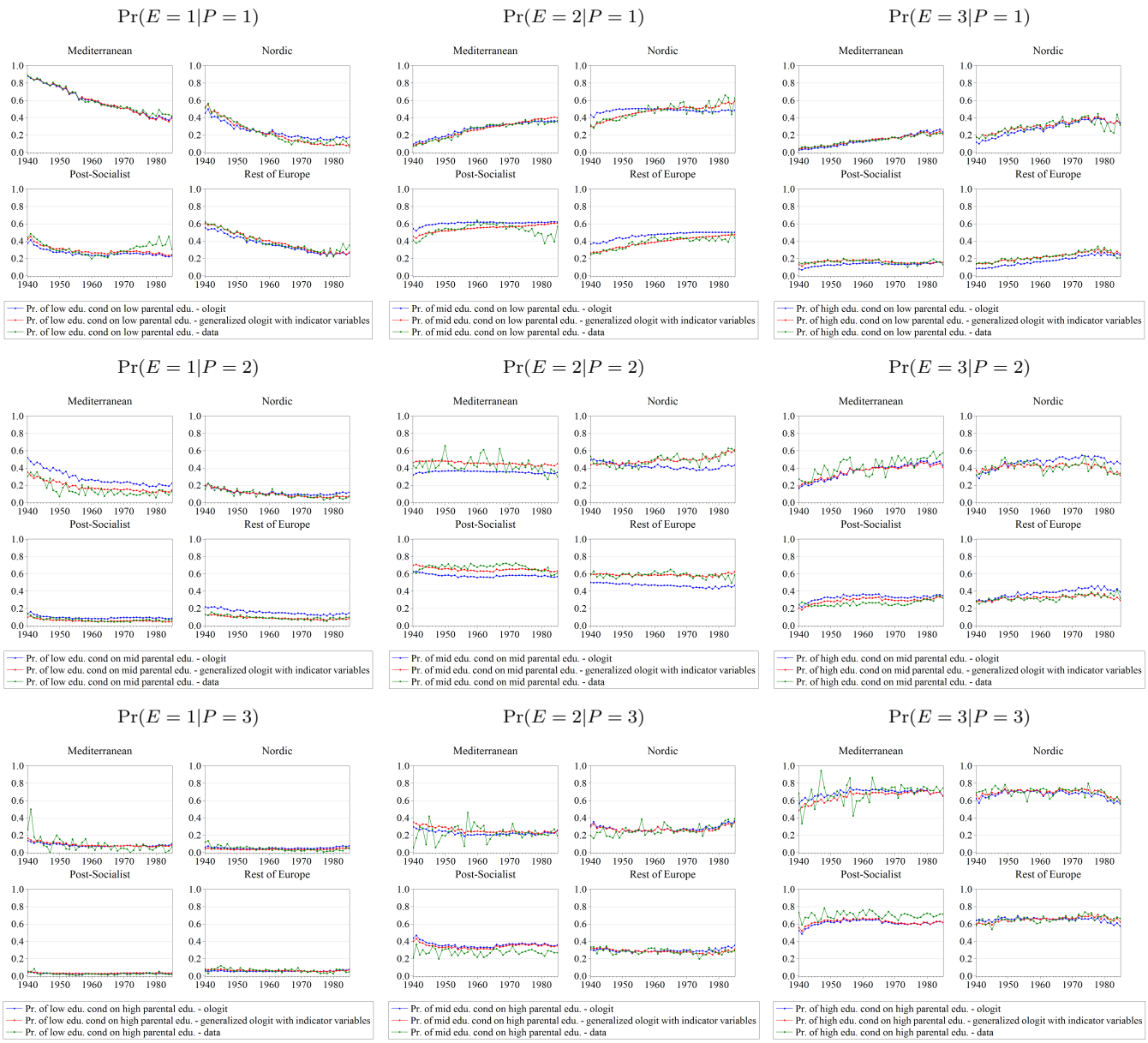
Figure 81 displays conditional transition probabilities estimated via the generalized ordered logit model at the country-group level. Overall, our modified model improves the fit between the estimated transition probabilities and the observed transition frequencies in the data. Specifically, albeit moderately, the modified model reduces the level gap between the transition probabilities predicted by the default model and observed transition frequencies in the data for the case of the Mediterranean country group. As for the Post-Socialist country group, predictions by the default model and ones by the generalized ordered logit model do not display any systematic differences. In the case of the Nordic and Rest of Europe country groups, the generalized logit model captures the time-trend in observed frequencies better than its default counterpart. In particular, while the default ordered logit model predicts the probability of medium educational attainment conditional on (i) low and

[1] See Peterson and Harrell Jr (1990), Williams (2006) and Fullerton and Dixon (2010) for applications of the generalized ordered logit methodology and Williams (2016) for the description of `STATA`'s `gologit2` command for the procedure.

(ii) medium parental education in the Nordic country group to remain rather stagnant over time, the modified model predicts an upward time-trend for these conditional probabilities, as seen also in the data.

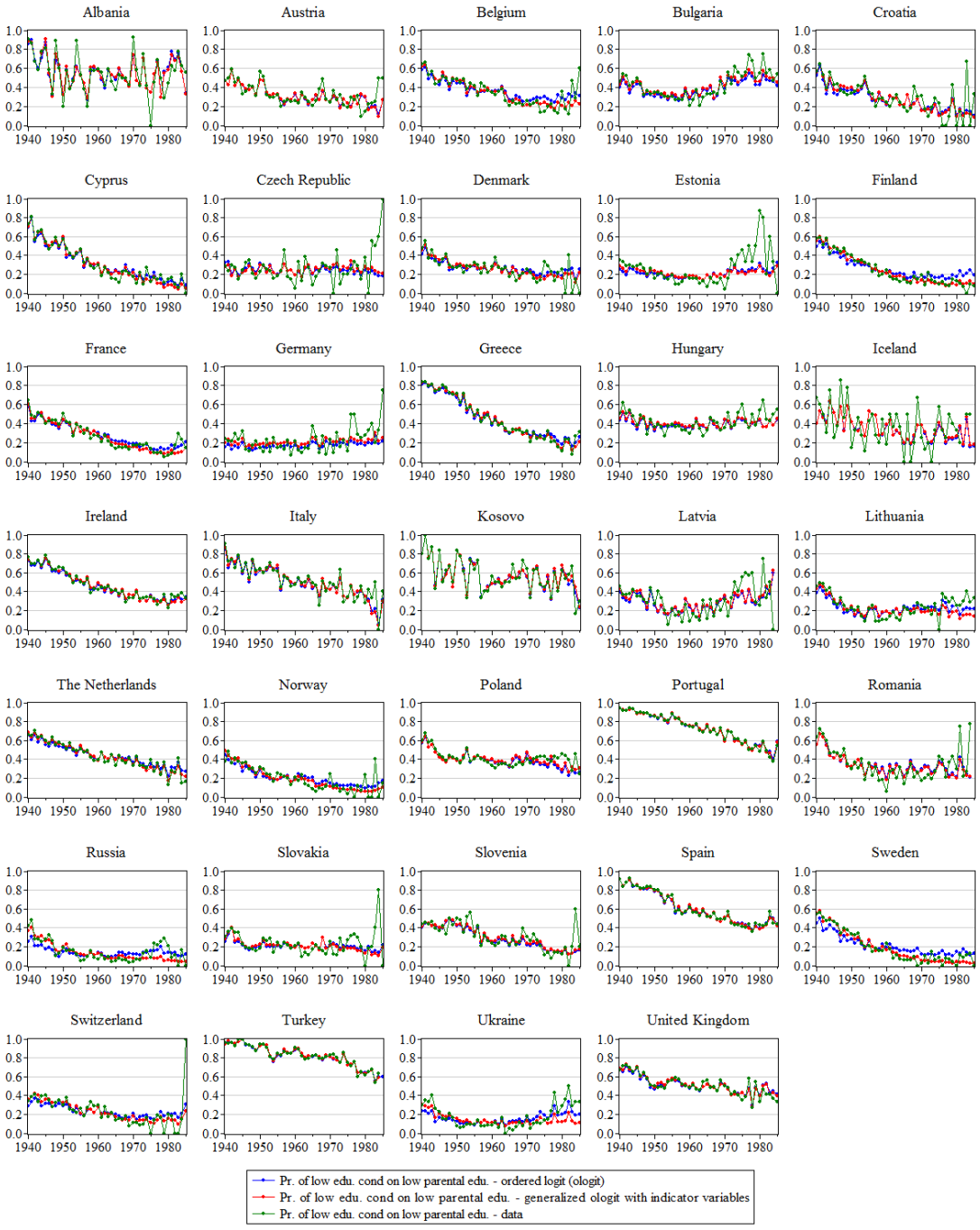
Regarding country-level results, as displayed in Figure 82 to Figure 90, most notable improvements in model fit's with the data are observed for the case of the Nordic countries, and particularly for the Swedish below-high education probabilities conditional on below-high parental educational backgrounds. Further, in Greece, Belgium, the Netherlands and Poland (Russia, Norway and the United Kingdom) we report more data-consistent coefficient estimates for probability of medium educational attainment conditional on low (medium) parental educational backgrounds.

Figure 81: Transition Probabilities Conditional on Parental Education across Country Groups: Generalized Ordered Logit, Ordered Logit and Data



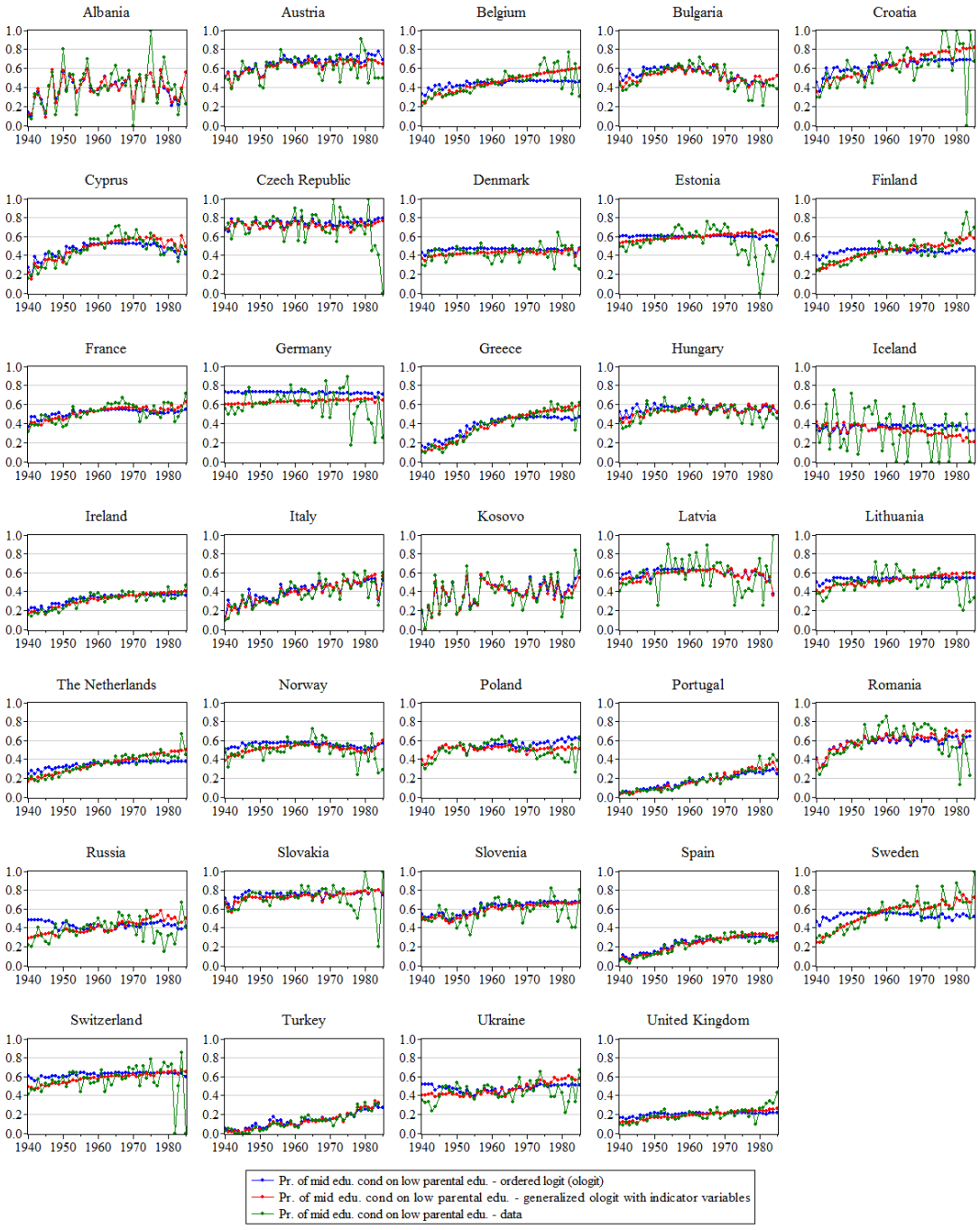
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. $\Pr(E = i|P = j)$ reads as descendants's probability of attaining education level i conditional on being born to a father with an education level of j. Blue color corresponds to the default ordered logit model, while red color stands for the generalized ordered logit model with indicator parental education variables and green color stands for the observed frequencies in our dataset. Dashed lines correspond to country-clustered 95% confidence interval standard error bands.

Figure 82: Probability of *Low* Educational Attainment Conditional on *Low* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



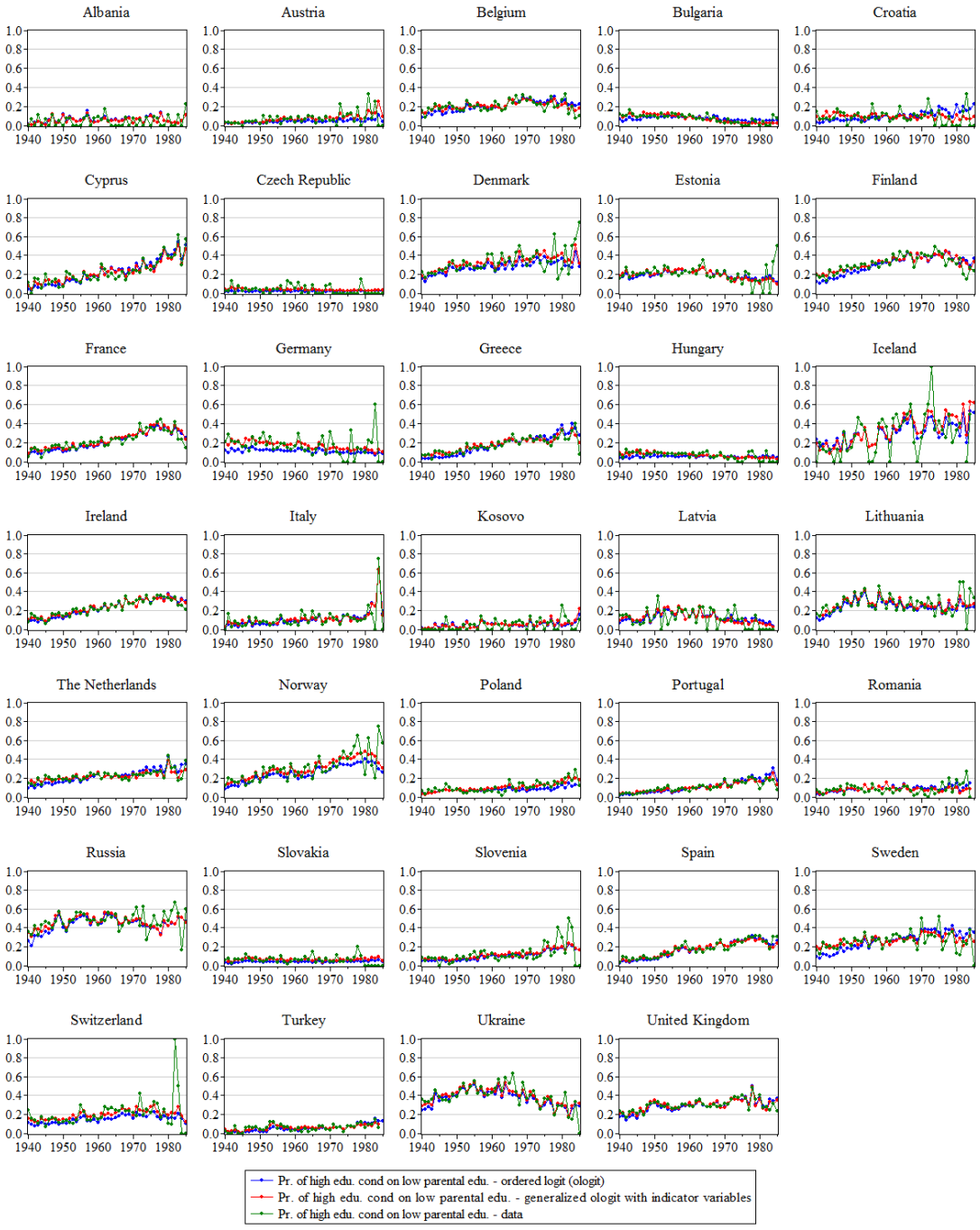
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 83: Probability of *Medium* Educational Attainment Conditional on *Low* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



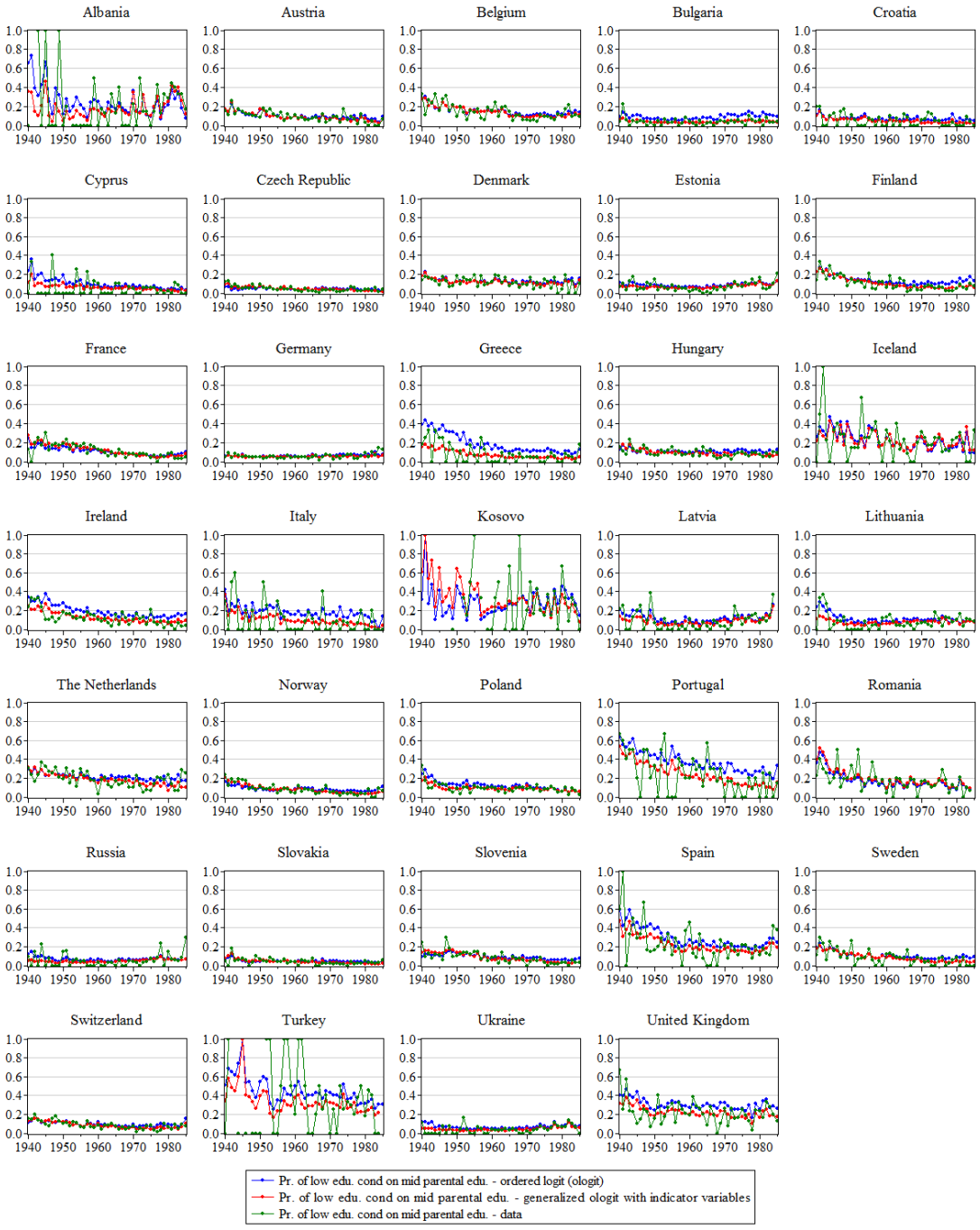
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 84: Probability of *High* Educational Attainment Conditional on *Low* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



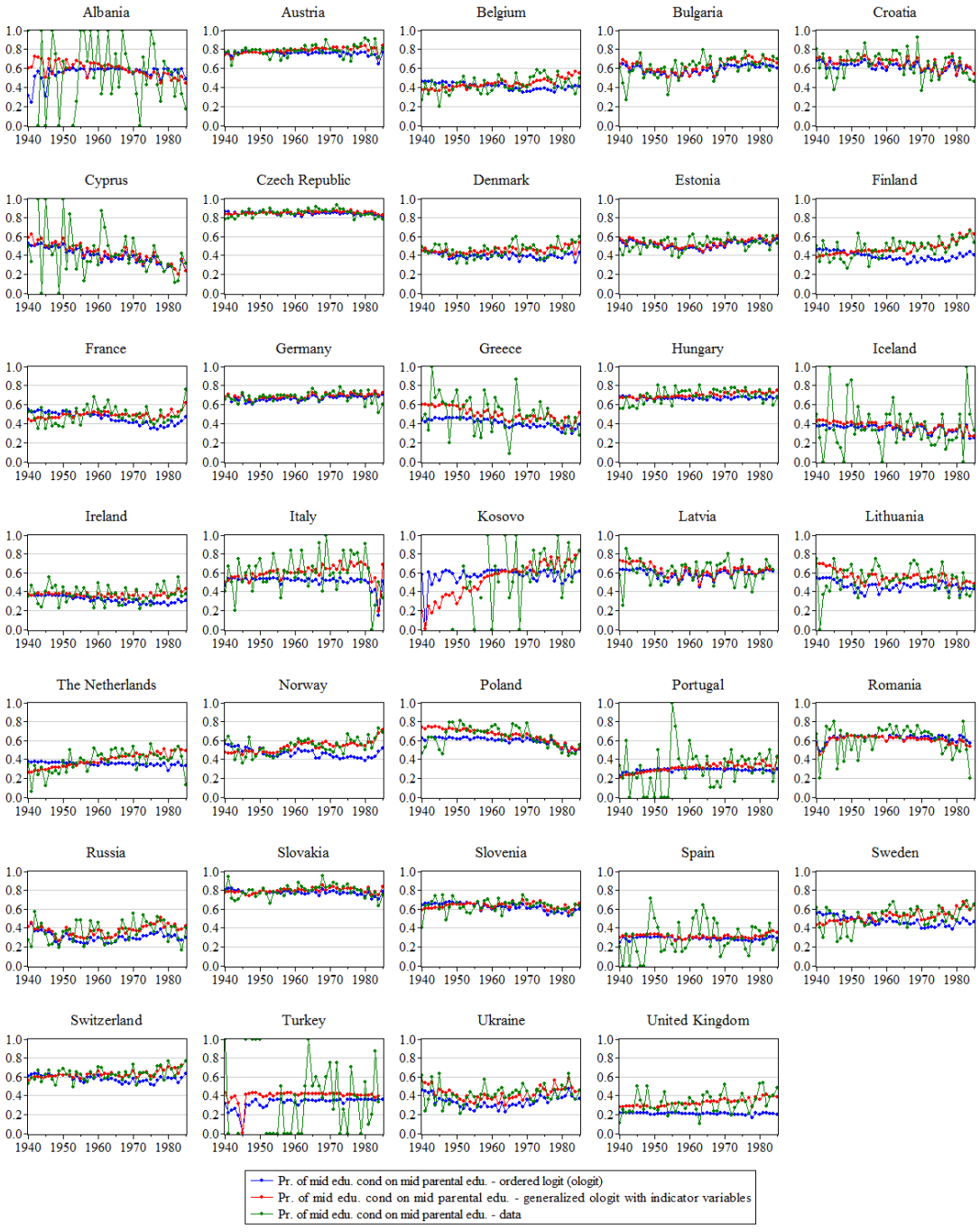
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 85: Probability of *Low* Educational Attainment Conditional on *Medium* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



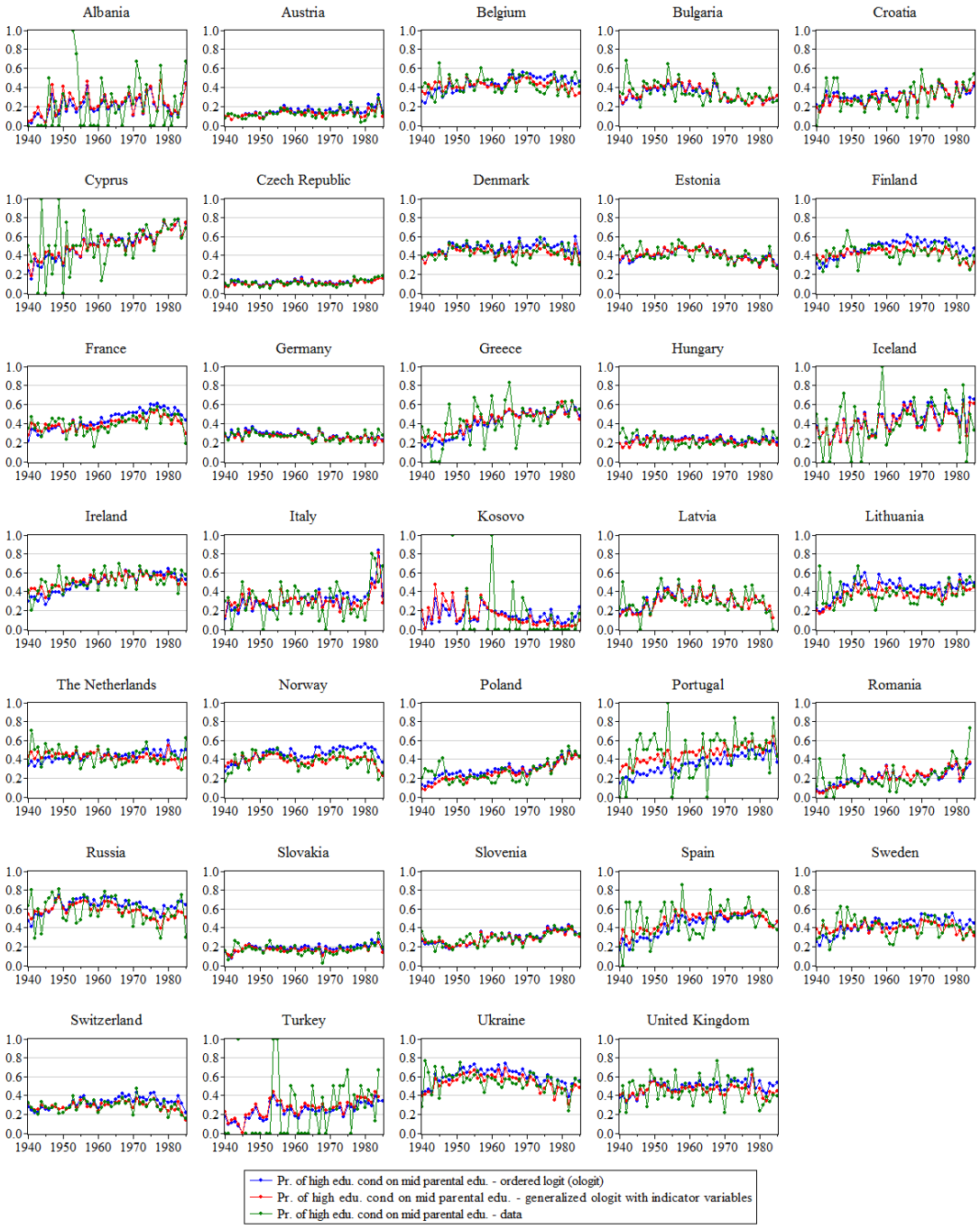
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 86: Probability of *Medium* Educational Attainment Conditional on *Medium* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



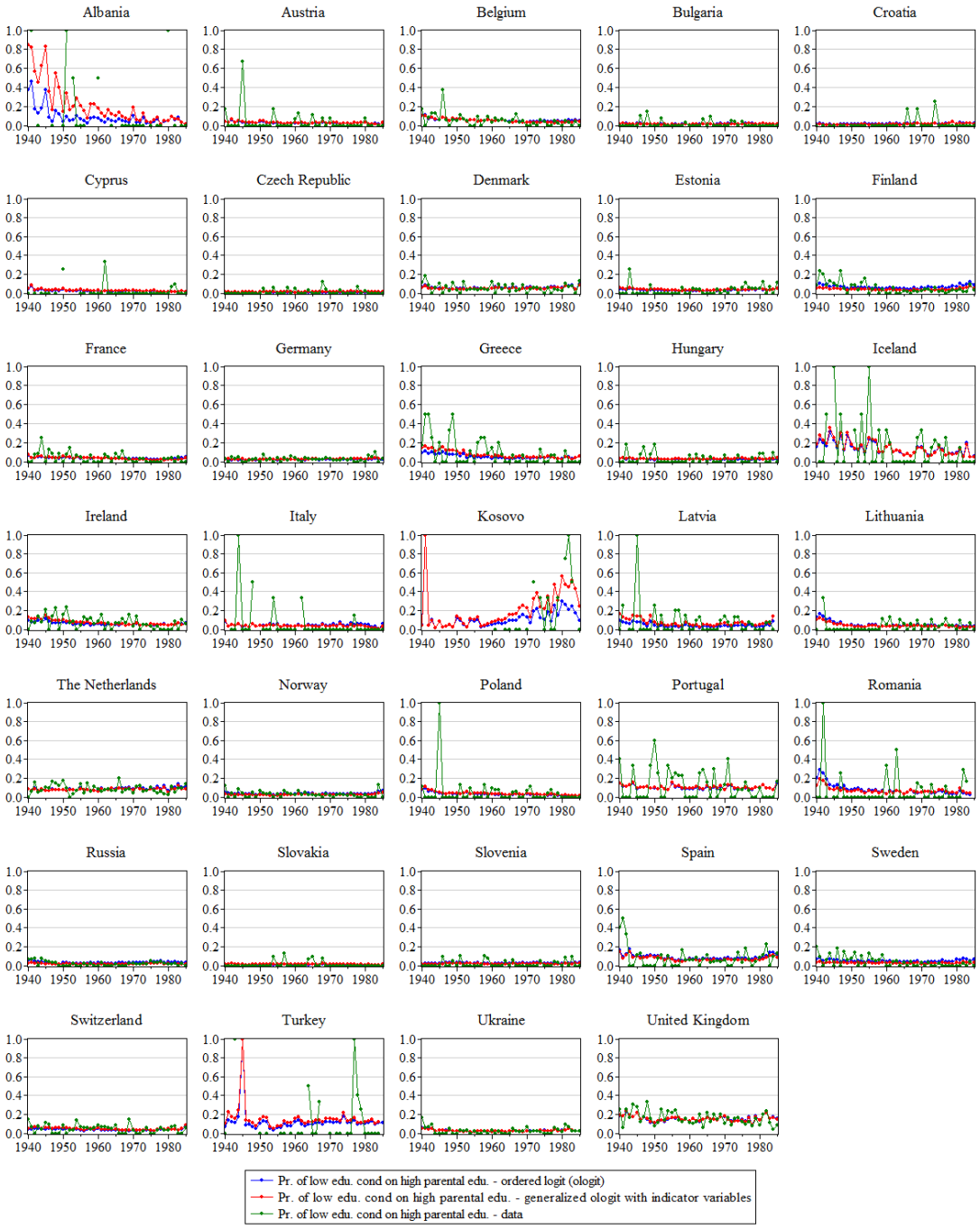
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 87: Probability of *High* Educational Attainment Conditional on *Medium* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



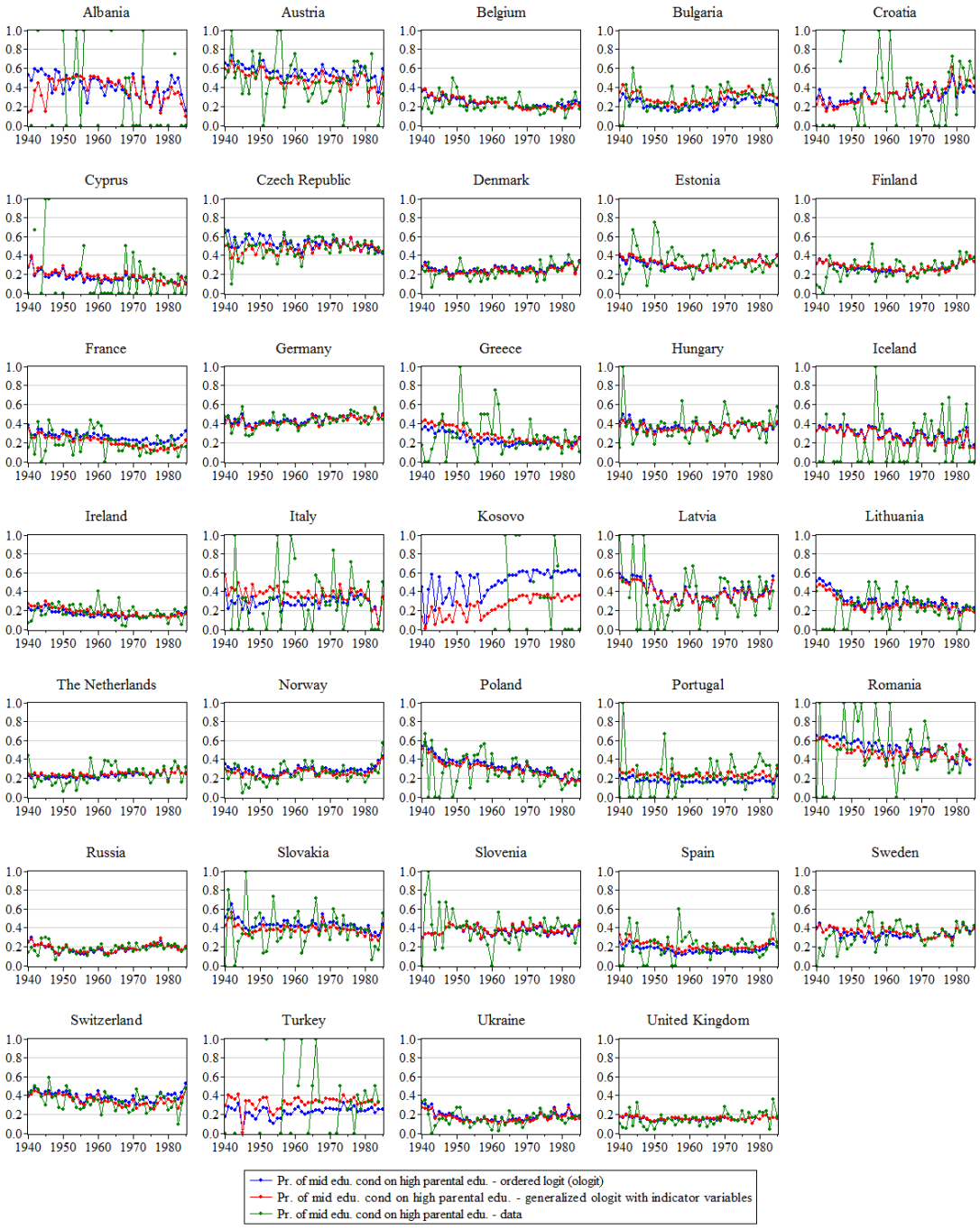
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 88: Probability of *Low* Educational Attainment Conditional on *High* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



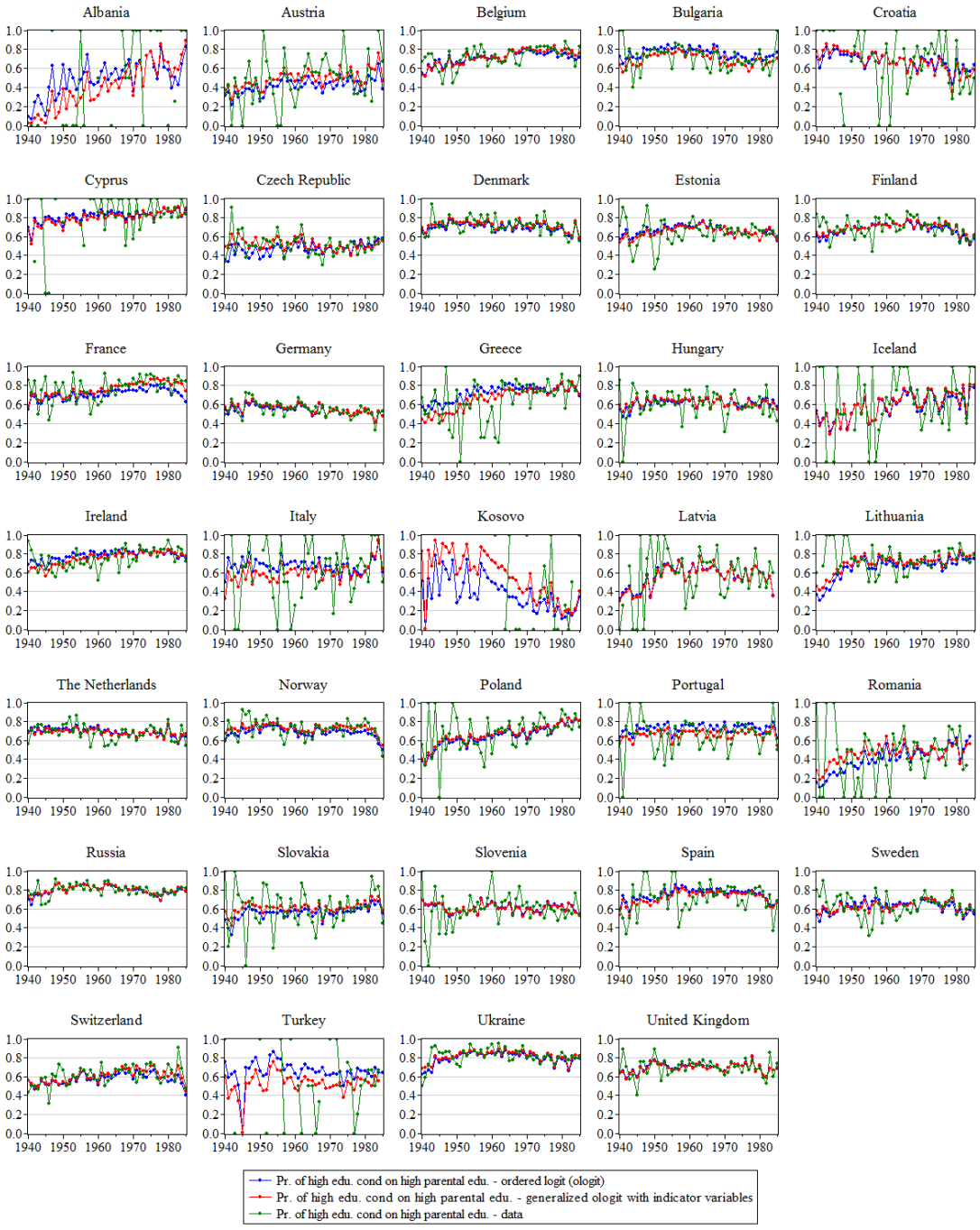
† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 89: Probability of *Medium* Educational Attainment Conditional on *High* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

Figure 90: Probability of *High* Educational Attainment Conditional on *High* Parental Education across Counties: Generalized Ordered Logit, Ordered Logit and Data



† Dates on the horizontal axis correspond to the ***birth-cohort*** of interest. Dashed lines correspond to 95% confidence interval standard error bands.

References

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