

Theory of social mobility I

- Social mobility is the movement of people up or down the stratification system.
- Class systems allow for more movement than slave or caste systems.
- *Intragenerational* and *intergenerational* social mobility.
- While class systems do allow for social mobility, opportunities are not evenly distributed across social groups

- Social origin class/actual social class position have a significant impact on many aspects of life, including education, occupation, place of residence, marriage partner, and more
 - Against to economic liberal view of social world

Theory of social mobility II

- *Loss aversion* - psychological concept
- Those who now occupy managerial and professional positions will do all they can to protect their children from falling down the social ladder.
 - To pay for the best pre-school provision
 - To buy houses in areas with high-performing state schools
 - To hire private tutors, and arrange educationally enriching experiences
- All human behavior can be interpreted from the point of social position reproduction in time

Theory of social mobility III

- People may move up or down the social ladder within their lifetime or from one generation to the next.
- Everyone has the same chance of moving up is what lies behind the idea of *equality of opportunity*.
- Social mobility can relate to an individual's life opportunities or opportunities in relation to parents (intergenerational)
 - ISO – inequality of social opportunity - definition
 - IEO – inequality of educational opportunity - definition

Inequality of opportunity

- Indicated by social mobility
- Trends in European countries
 - From agriculture to industry: industrial societies
 - From industry to services: post-industrial societies
 - These trends are reflected in structural social mobility trends
- But no changes in social fluidity (relative social mobility)
 - Odds ratios are the same
 - Three factors that influence pattern of social fluidity
 - desirability
 - barriers
 - resources

Is America Dreaming?: Understanding Social Mobility

- YT: https://www.youtube.com/watch?v=t2XFh_tD2RA



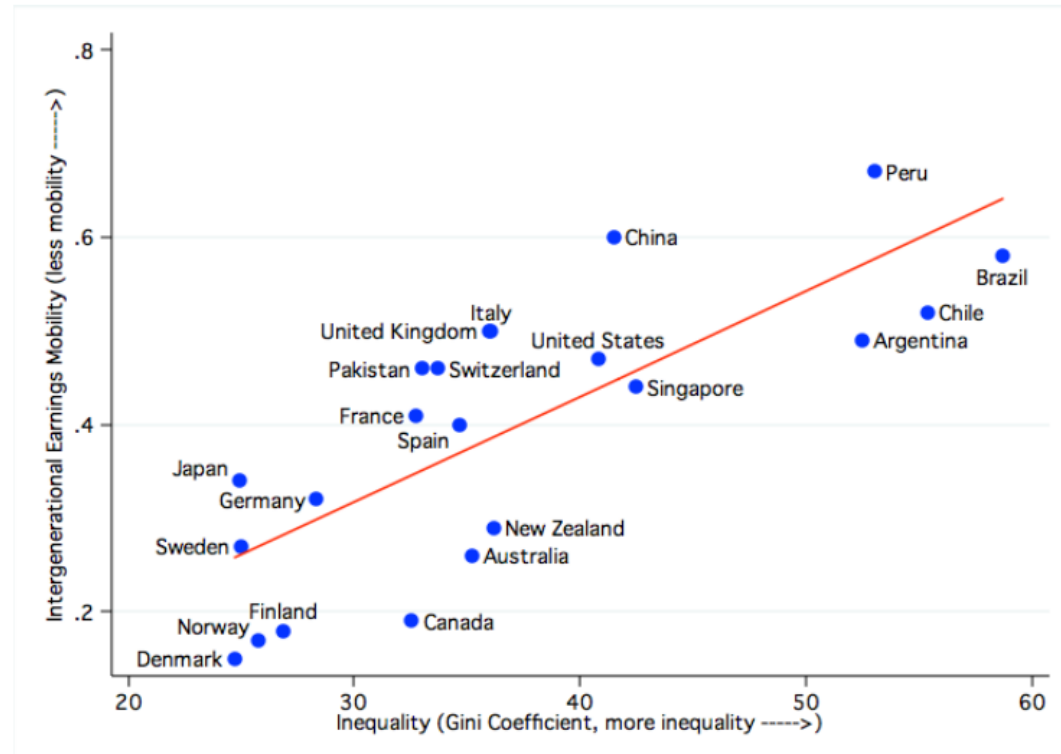
Social mobility - politicians

- “I want to see social mobility rising once again,” said prime minister [Tony Blair in 2004](#)
- “We can unleash the biggest wave of social mobility since the second world war,” said prime minister [Gordon Brown in 2010](#).
- “I want to see a [more socially mobile Britain](#),” said David Cameron in 2013.
- “I want Britain to be the world’s great meritocracy,” said [Theresa May in 2016](#).

- Why does social mobility happen?
- Two general factors that influence social mobility
 1. Level of inequality
 2. Exogenous and endogenous factors
 - Exogenous, structural factors, absolute mobility
 - Endogenous, individual factors, relative mobility

Level of inequality I - GGC

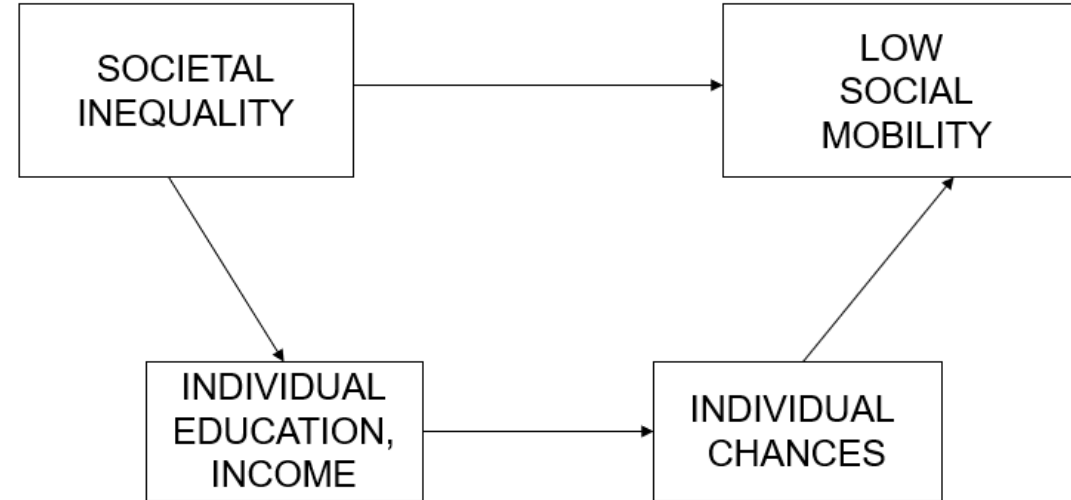
- What is the relationship between inequality and social mobility?
- Aggregated level – Great Gatsby Curve
- Higher economic inequality means lower social mobility and vice versa
- Inequality generates less opportunities, low social mobility
- GGC: Great Gatsby Curve



Level of inequality II - GGC

- How does GGC work in individual level?

COLEMAN'S BOAT APPLIED TO INEQUALITY

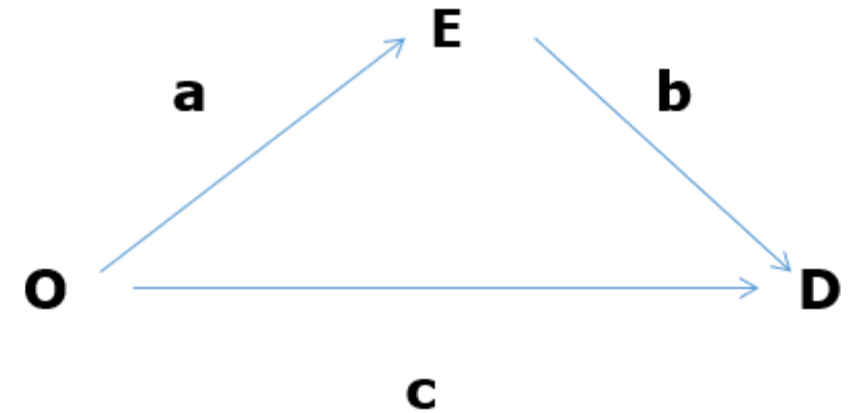


Exogenous factors I

- Demographic, economic, political factors
- Contextual dependent
- Differences between countries
 - level of industrialization
 - technological and economic trends
- Changes in social class structure
- Changes in the proportions of social classes
- Changes in *numbers of people in classes vs changes in class positions of people*
- Changes in *classholders vs changes in social mobility*

Example of exogenous factors

- Birth cohort replacement, education, equalization and compositional effect in social mobility (Breen, Johnson, 2007)
 - Labour market = birth cohorts (APC differences)
 - Cohort replacement
 - Argument: in each younger cohort we can measure higher social fluidity (lower OD association)
 - Why? Connections: O - E - D triangle
 - Equalization effect
 - Compositional effect
- This argument is relevant for stable democratic society „under normal circumstances“



OD connection via E, indirect

OD connection, direct (via ownership, property, aspirations, access to occupations)

a) transition to school from family (equalization effect)

b) transition to labour market from educational system (compositional effect)

c) transition to labour market from family

Endogenous factors

- Inner mobility regime
- Contextual independent
- Similar in all countries
 - Level of social fluidity is the same over countries – *red queen effect*
 - Similar factors that influence social fluidity
- Sociological theories
 - *Social vs. cultural reproduction (glass ceiling vs. sticky floor)*
 - *Theory of rational action* (Goldthorpe, 1996; 2000), the aim is to avoid of social decrease, because of that strong orientation for social reproduction, especially in educational aspiration that are stratified according to social origin
 - *Theory of cultural capital* is a tool for reproduction of class position via educational system (Bourdieu, Passeron, 1964; 1977)

Cultural capital: definition

- Pierre Bourdieu and Jean-Claude Passeron (1966, 1970, 1977)
 - Analysis of French society (1960s and 1970s)
 - Formulation of concept of cultural capital as a part of family origin of students
- Cultural capital is 'skill' acquired from parents
 - Cultural knowledge (orientation in dominant culture)
 - Linguistic abilities (ways of self-expressions)
 - Social knowledge (orientation in social relationships)
- Cultural capital exists in three ways
 - incorporated (personal dispositions acquired during socialization process)
 - objectivized (cultural artefacts connected with family of origin, pictures, books, sculptures)
 - institutionalized (academic titles, scientific degrees)

Cultural capital: explanation of class inequalities in education

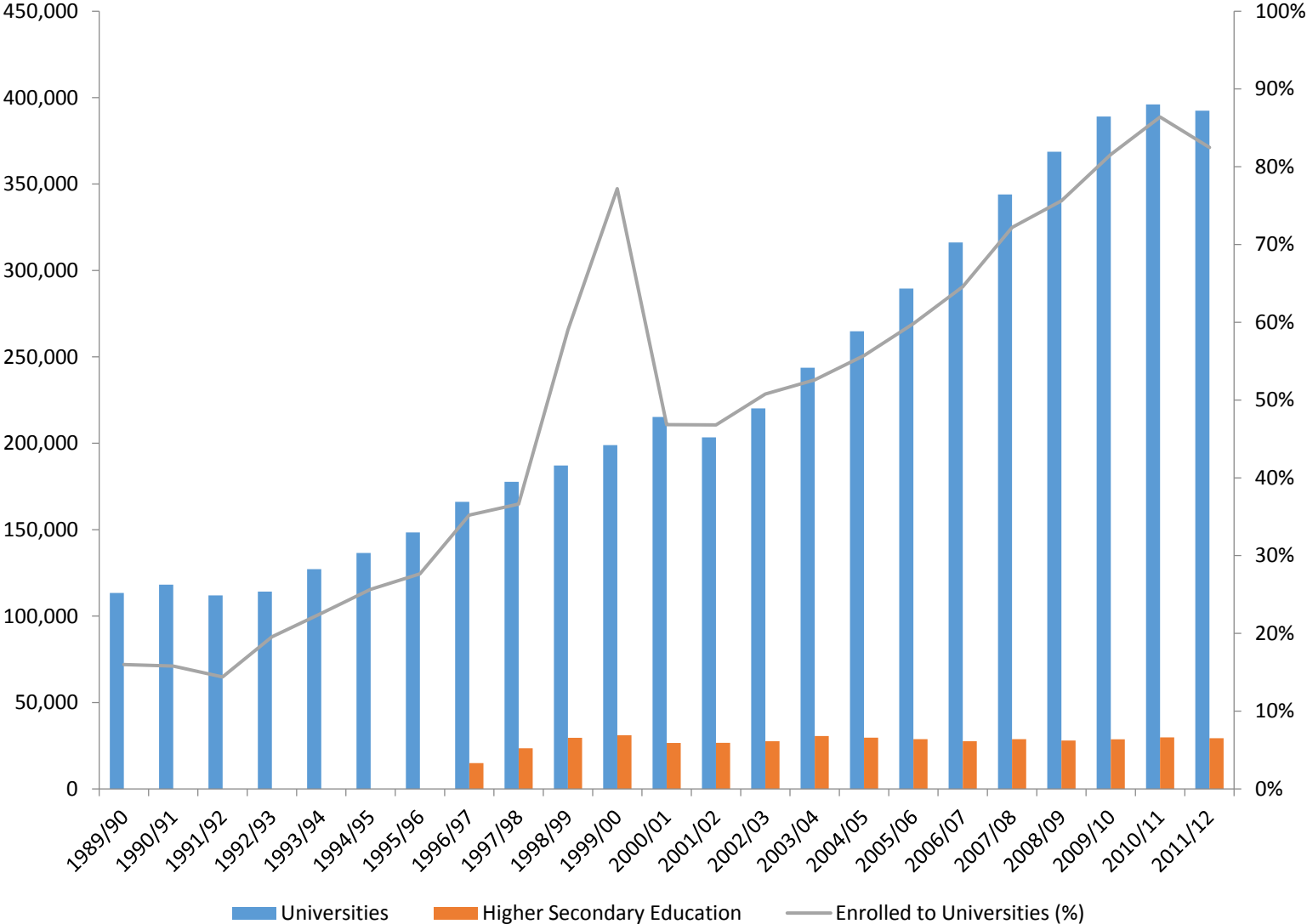
- Educational system evaluates the level of cultural capital
 - Transformation of cultural capital to individual merit of children
 - Children with high level of cultural capital are better in school and leave educational system later
 - Children with low level of cultural capital are not so good, their school results are worse and leave educational system very soon
- Parents from higher social classes are connected with school via dominant culture, which means the success of their children in educational system
- Differences in cultural capital generate social class differences in education attainment

Education and Social Mobility

Dual character of education

- Challenges traditional forms of allocating privileged positions in society
- Maintains privileged access to scarce positions if families with more resources are able to invest in better education

Educational expansion in the CR in last 20 years



Educational expansion in the CR in last 20 years II

- What does educational expansion mean for transition to labour market?
 - Can we talk about the inflation of diploma/certificates?
 - If yes, is it good strategy to invest to education and increase number of young people in universities?
- What happens with returns to higher education?
 - In status consistency society they should be higher and increase
 - Yes, returns to higher education increase