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**SOMETIMES YOU CANNOT MAKE IT ON YOUR OWN.
HOW HOUSEHOLD BACKGROUND INFLUENCES
CHANCES OF
SUCCESS IN ITALY**

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INTRODUZIONE

Il background familiare come predittore delle future condizioni sociali

Il background familiare influenza importanti aspetti, per esempio:

- L'**area** di residenza (Chetty et al. 2016);
- L'accesso a una **istruzione** qualificata (Plug 2004);
- Il **benessere** mentale e fisico (Chetty et al. 2016).

Le disuguaglianze nelle opportunità:

- Sono alla base della **perdita di capitale umano** per l'intera società.
- Il benessere degli individui **non riflette** il proprio impegno;
- Le disuguaglianze sono così **meno accettabili** per la popolazione.
- Sono perciò considerate la componente di disuguaglianza **più inaccettabile** (Ferreira and Gignoux 2008).



INTRODUZIONE

L'ascensore si è guastato!

- Diversi studi sottolineano che il background familiare sta assumendo un ruolo sempre più importante in molti dei paesi sviluppati.
- Secondo l'OCSE (2018), in media, i figli delle famiglie più povere possono raggiungere il reddito medio della popolazione in 5-6 generazioni in USA, UK, Italia, Germania e Francia.

L'Italia come caso studio:

- Alti livelli di disuguaglianza;
- Un sistema educativo disuguale (Checchi 1999, Checchi et al. 2013)
- Una forte eterogeneità territoriale (Guell et al. 2018; Acciari et al.; 2019; Barbieri et al. 2019)



IL NOSTRO PUNTO DI PARTENZA

- **Stuhler (2018):** *“La letteratura abbraccia diverse discipline e misura lo stato socio-economico dei genitori e dei loro figli in molti modi diversi. Le variabili più comunemente utilizzate come proxy sono il reddito, il livello di istruzione e le professioni. Ciascuna di queste presenta vantaggi e limiti distinti rispetto alla stima e all'interpretazione.”*
- **Goldthorpe and Jackson (2008):** *“I tre requisiti per passare a una società meno classista:
i) il collegamento tra origine sociale e scolarizzazione degli individui deve sempre più riflettere solo le loro capacità;
ii) il collegamento tra scolarizzazione e occupazione delle persone deve essere rafforzato dalle qualifiche acquisite attraverso la loro istruzione;
iii) il collegamento tra scolarizzazione e occupazione deve diventare costante per chi ha origini sociali diverse.”*



CONTRIBUTO ALLA LETTERATURA

L'Italia come caso studio:

- Forniamo nuove evidenze sulla **mobilità intergenerazionale in Italia** stimando l'impatto del background familiare da un'ottica **multidimensionale** (educazione, livello di qualifica professionale).
- Questo articolo rappresenta il primo tentativo di indagare il ruolo moderatore dei **tratti della personalità** come driver della mobilità intergenerazionale.
- Disaggreghiamo la nostra analisi distinguendo tra macro-aree per analizzare **l'eterogeneità territoriale**.



DATABASE: INAPP-PLUS 2018

- L'analisi si basa sui dati dell'ottava indagine dell'INAPP sulla partecipazione al lavoro e la disoccupazione (INAPP-PLUS 2018).
- Dimensione del campione: 45,000 individui tra i 18 e i 74 anni.
- L'indagine INAPP-PLUS ha il merito di raccogliere, oltre i redditi e le caratteristiche socio-demografiche, i livelli di istruzione e qualifiche professionali sia delle persone intervistate che dei loro genitori.
- Dopo una restrizione dell'età (25-64 anni) e una riduzione delle osservazioni con valori mancanti, il campione finale è composto da **31,478 individui** di cui **17,899 lavoratori**.



I TRATTI DELLA PERSONALITÀ: I BIG-5

Borghans et al. (2008) combinano un grande numero di tratti della personalità nei cinque seguenti aspetti specifici:

Big Five	Direct	Reverse
Openness	Open to experience	Conservative
Agreeableness	Loving/Altruistic	Litigious
Conscientiousness	Self-disciplined	Careless/disorderly
Extraversion	Exuberant	Quiet/Private
Neuroticism	Anxious	Emotionally stable



DEFINIZIONE DELLE VARIABILI DIPENDENTI

1. High Education Level – HEL ($j=1$)

= 1 se il più alto livello di educazione ottenuto è un titolo universitario.

2. High occupational Skill Level – HSL ($j=2$)

= 1 se si trova in una delle seguenti professioni:

- Manager
- Professionisti
- Tecnici o professionisti associati



MODEL SPECIFICATIONS

$$Y_{ij} = \beta_j HB_i + \gamma_j X_i + \varepsilon_{ij} \quad j = 1, 2.$$

- ***HB** è una variabile categorica che rappresenta il background familiare:*

- 1. Genitori senza HEL né HSL*
- 2. Genitori (almeno uno) con HEL ma non HSL*
- 3. Genitori (almeno uno) con HSL ma non HEL*
- 4. Genitori (almeno uno) con HEL e HSL*

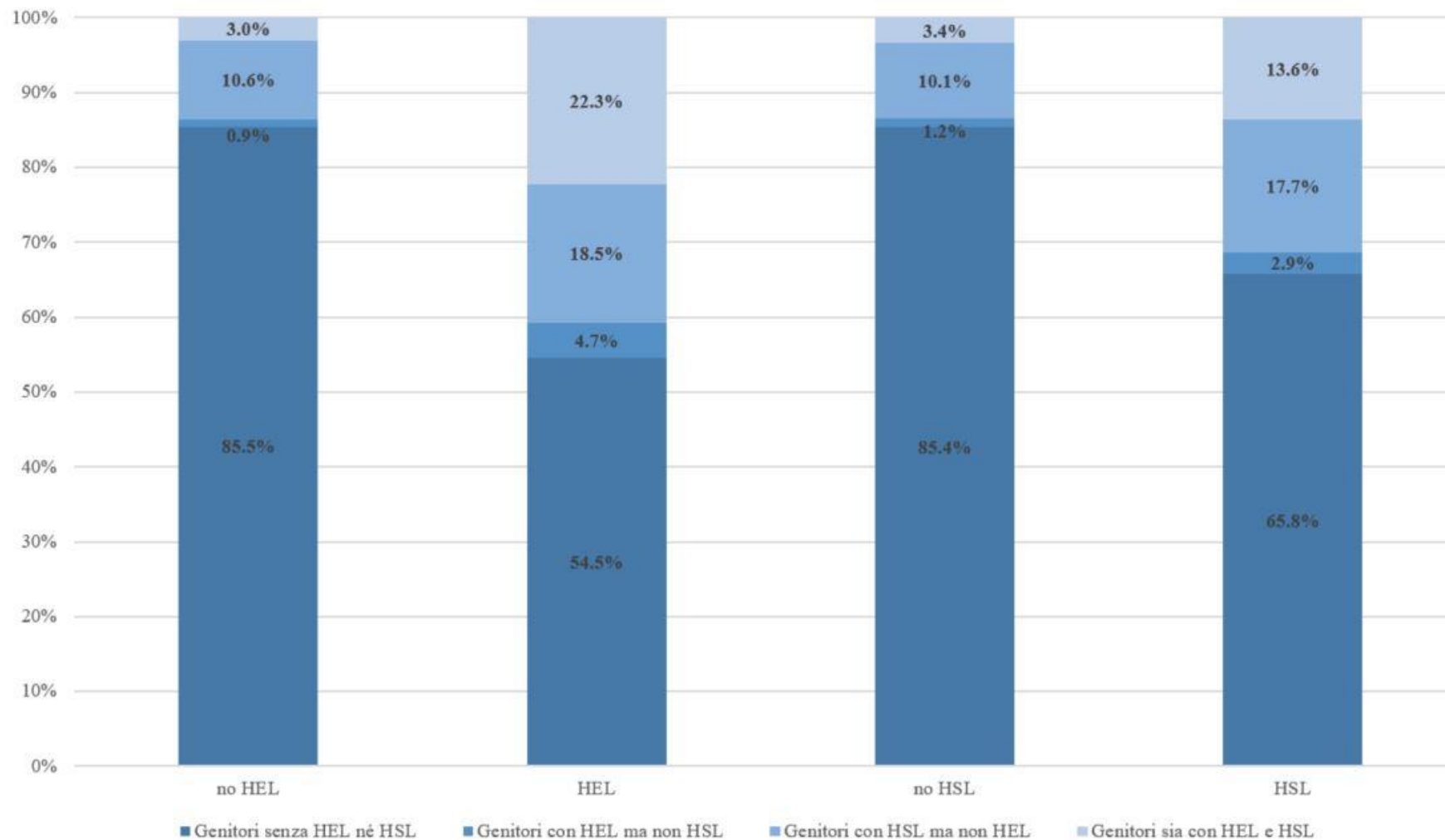
- ***X** è un vettore di covariate che cambia tra i modelli:*

Model 2: sesso, età, status migratorio, dimensione del comune, macro-regione di residenza

Model 3: Modello 2 + Variabili Big-5

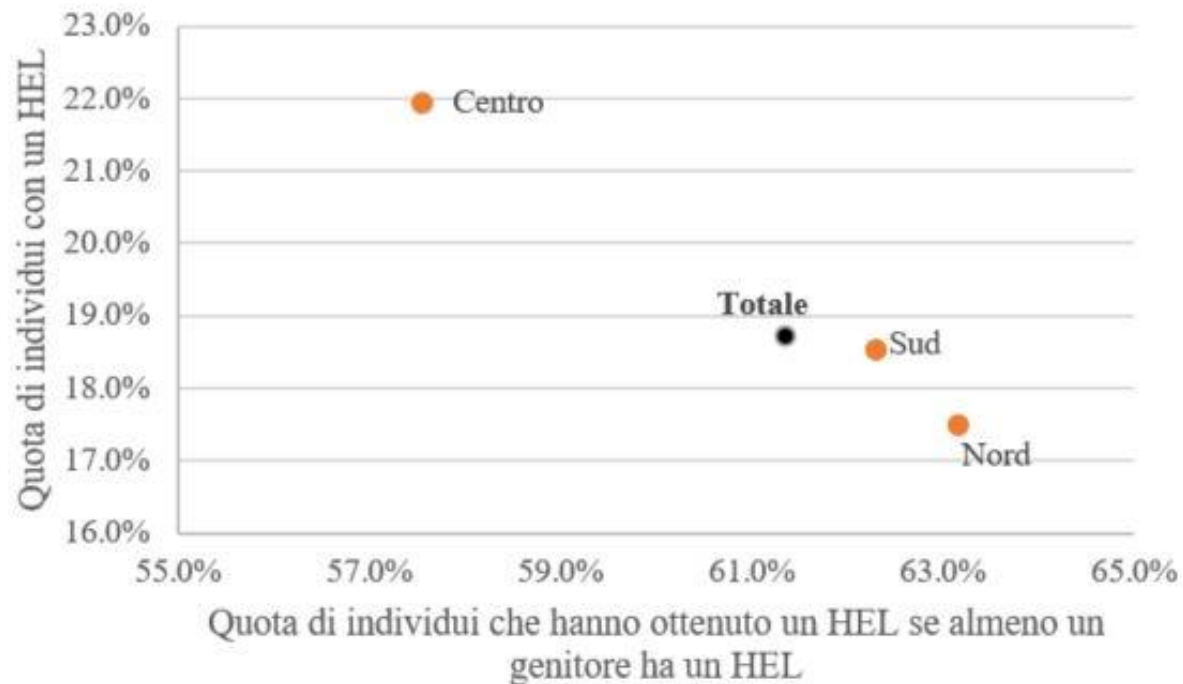


UN PRIMO SGUARDO ALLA SITUAZIONE ITALIANA

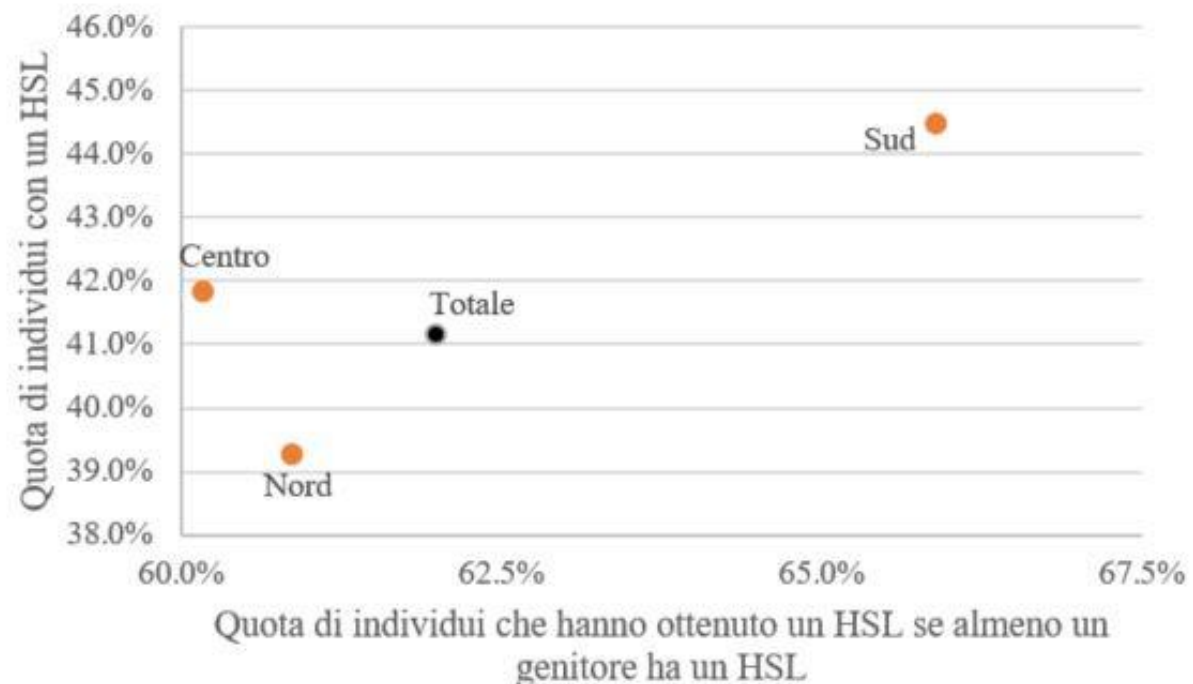


UN PRIMO SGUARDO ALLA SITUAZIONE ITALIANA

Opportunità educative



Opportunità lavorative



EFFETTI DELL'HB SULLE OPPORTUNITA EDUCATIVE

Variable	High Education Level (HEL)			High Skill Level (HSL)		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
Parents with HEL but no HSL	0.417*** (0.025)	0.359*** (0.026)	0.343*** (0.028)	0.287*** (0.030)	0.286*** (0.032)	0.275*** (0.033)
Parents with HSL but no HEL	0.158*** (0.008)	0.141*** (0.008)	0.131*** (0.008)	0.201*** (0.013)	0.204*** (0.012)	0.195*** (0.013)
Parents with both HEL and HSL	0.502*** (0.013)	0.455*** (0.017)	0.439*** (0.016)	0.389*** (0.015)	0.380*** (0.015)	0.370*** (0.016)
Openness to experience			0.035*** (0.002)			0.050*** (0.004)
Conscientiousness			0.010*** (0.002)			0.005 (0.004)
Extraversion			0.002 (0.002)			0.005 (0.003)
Agreeableness			-0.012*** (0.002)			-0.009* (0.005)
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Observations	31,478	31,478	31,478	17,899	17,899	17,899



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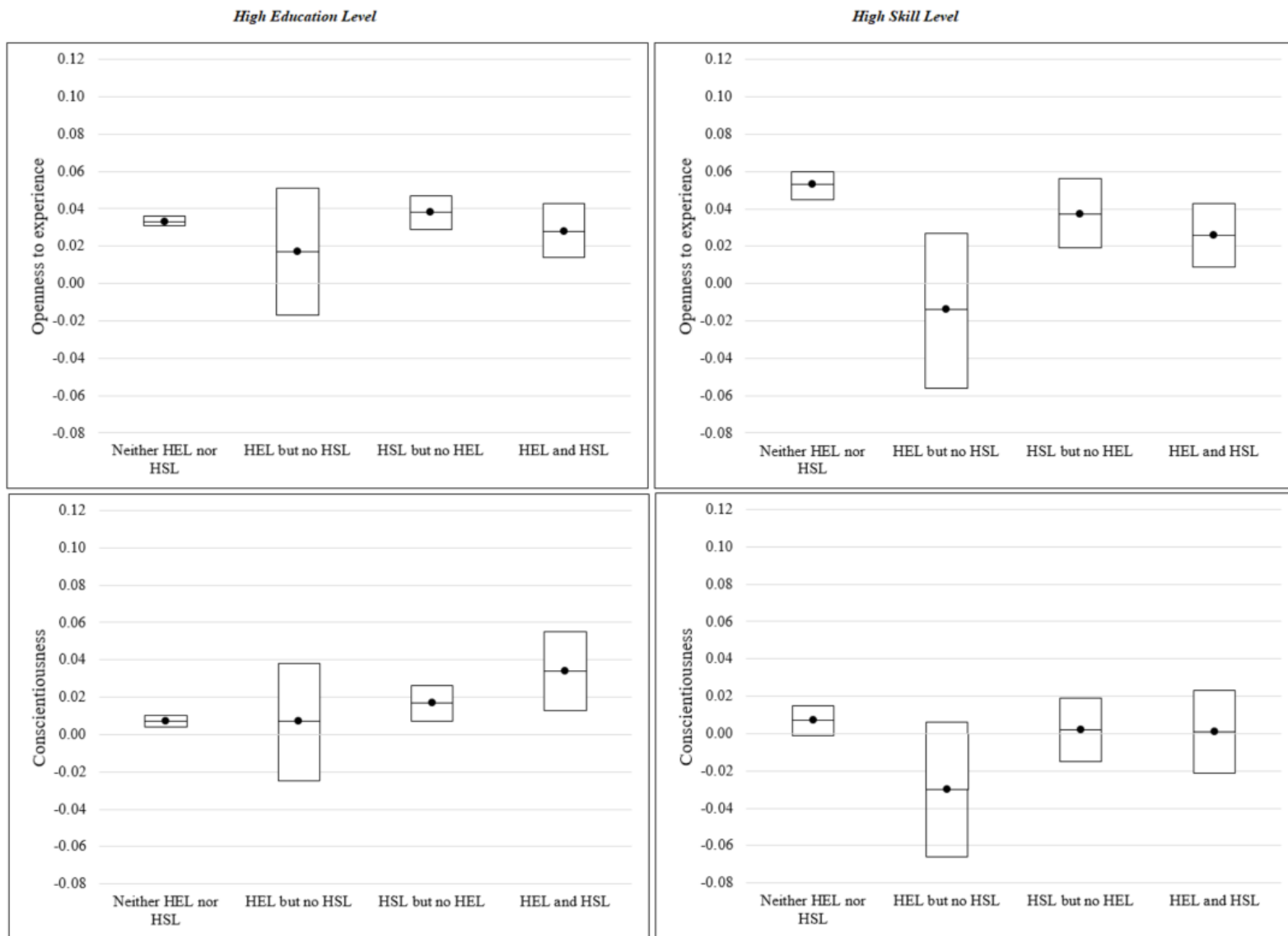


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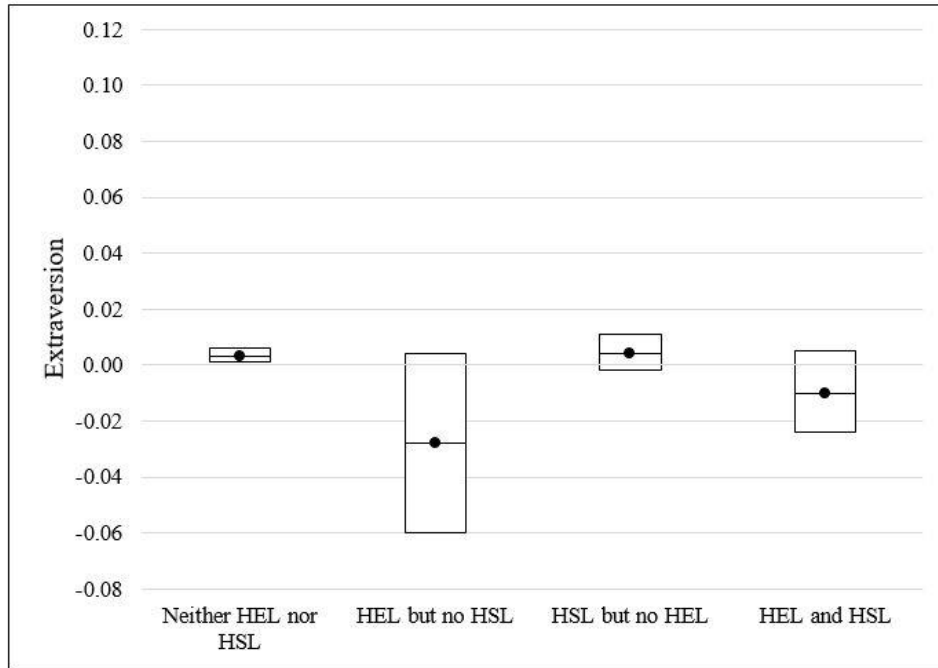
IL RUOLO DEI BIG-5



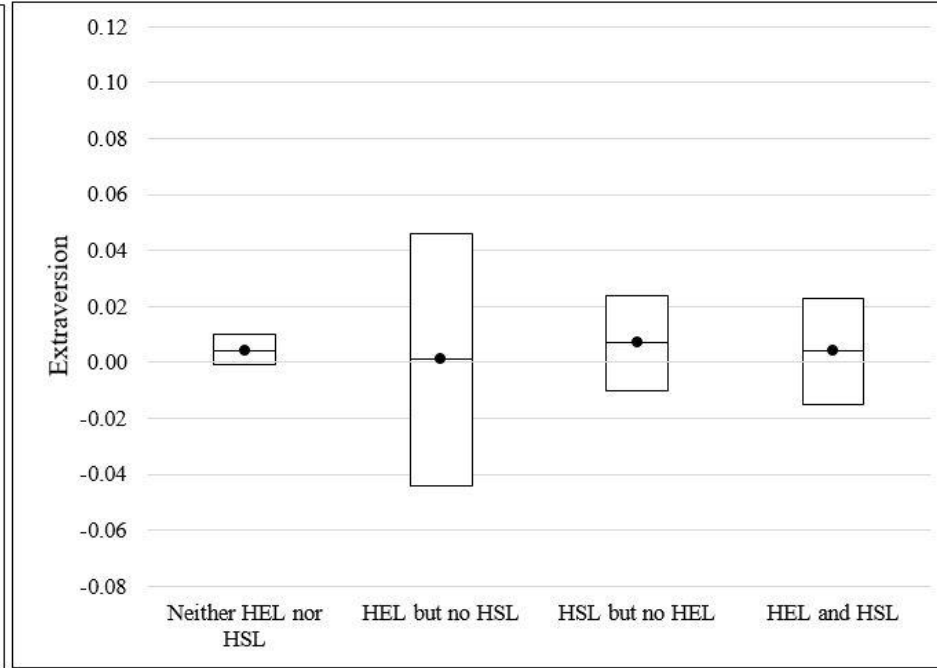
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IL RUOLO DEI BIG-5

High Education Level

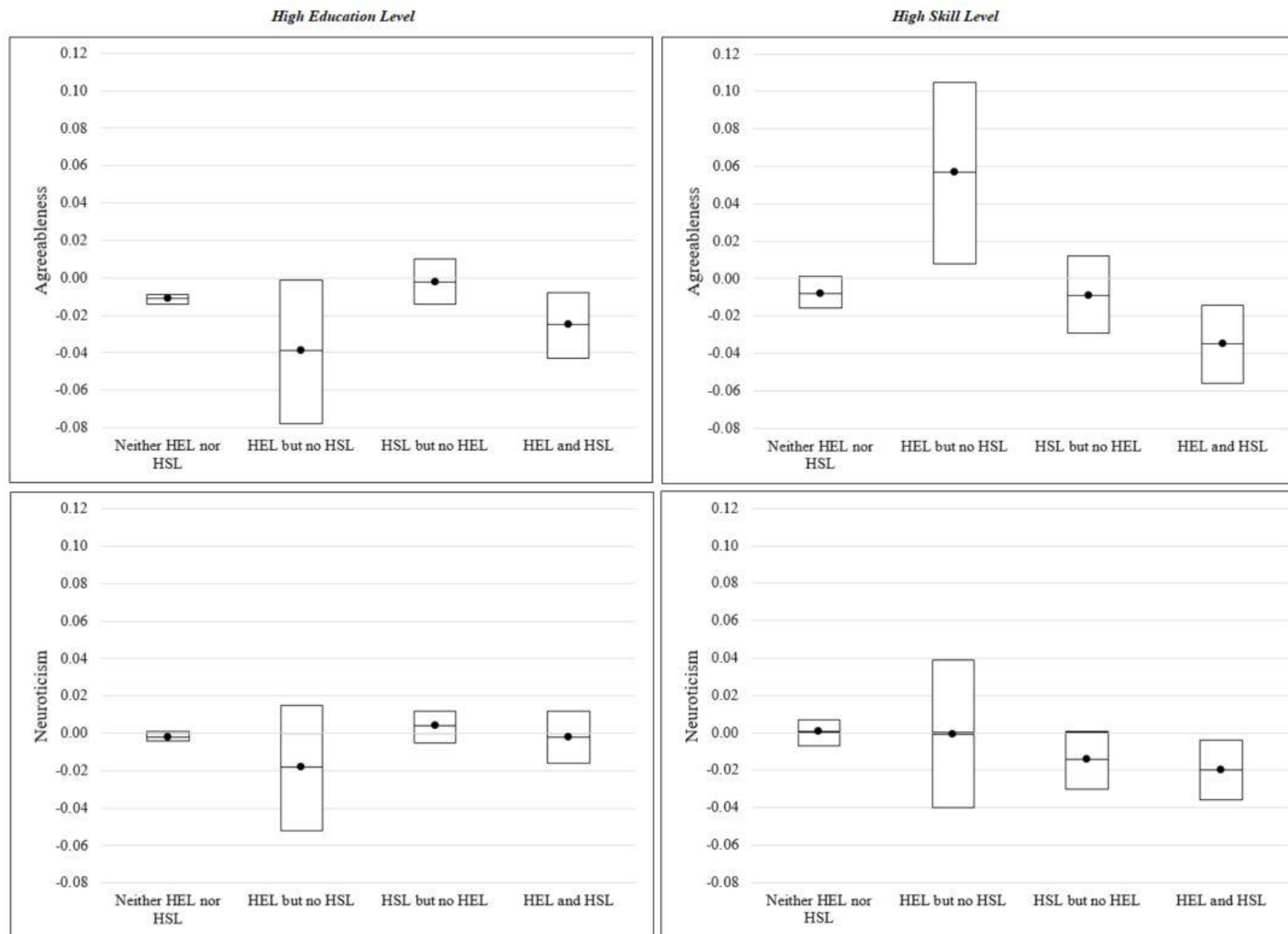


High Skill Level



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EFFETTO DELL'HB PER AREA DI RESIDENZA

Dependent variable	Variable of interest	Total	North	Center	South
High Education Level (HEL)	Parents with HEL but no HSL	0.343*** (0.028)	0.346*** (0.040)	0.272*** (0.022)	0.406*** (0.049)
	Parents with HSL but no HEL	0.131*** (0.008)	0.126*** (0.010)	0.121*** (0.019)	0.140*** (0.014)
	Parents with both HEL and HSL	0.439*** (0.016)	0.458*** (0.018)	0.377*** (0.022)	0.461*** (0.017)
	Observations	31478	14464	6406	10608
Dependent variable	Variable of interest	Total	North	Center	South
High Skill Level (HSL)	Parents with HEL but no HSL	0.275*** (0.033)	0.249*** (0.049)	0.186*** (0.043)	0.432*** (0.042)
	Parents with HSL but no HEL	0.195*** (0.013)	0.202*** (0.017)	0.162*** (0.028)	0.206*** (0.027)
	Parents with both HEL and HSL	0.370*** (0.016)	0.383*** (0.018)	0.320*** (0.021)	0.391*** (0.035)
	Observations	17899	9235	3890	4774



Note: Gli errori standard sono clusterizzati per province. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. I modelli stimati sono quelli del modello 3

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	Parents with HSL but no HEL	0.195*** (0.013)	0.202*** (0.017)	0.162*** (0.028)	0.206*** (0.027)
	Parents with both HEL and HSL	0.370*** (0.016)	0.383*** (0.018)	0.320*** (0.021)	0.391*** (0.035)
	Observations	17899	9235	3890	4774



Note: Gli errori standard sono clusterizzati per province. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. I modelli stimati sono quelli del modello 3

EFFETTO DELL'HB PER AREA DI RESIDENZA

Dependent variable	Variable of interest	Total	North	Center	South
High Education Level (HEL)	Parents with HEL but no HSL	0.343*** (0.028)	0.346*** (0.040)	0.272*** (0.022)	0.406*** (0.049)
	Parents with HSL but no HEL	0.131*** (0.008)	0.126*** (0.010)	0.121*** (0.019)	0.140*** (0.014)
	Parents with both HEL and HSL	0.439*** (0.016)	0.458*** (0.018)	0.377*** (0.022)	0.461*** (0.017)
	Observations	31478	14464	6406	10608
Dependent variable	Variable of interest	Total	North	Center	South
High Skill Level (HSL)	Parents with HEL but no HSL	0.275*** (0.033)	0.249*** (0.049)	0.186*** (0.043)	0.432*** (0.042)
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L'IMPORTANZA DEI BIG-5 SUGLI EFFETTI DELL'HB

Dependent variable	Variable of interest	Total	North	Center	South
High Education Level (HEL)	Openness to experience	0.035*** (0.002)	0.035*** (0.002)	0.039*** (0.003)	0.033*** (0.003)
	Conscientiousness	0.010*** (0.002)	0.009*** (0.003)	0.013*** (0.003)	0.010*** (0.003)
	Extraversion	0.002 (0.002)	-0.005** (0.002)	0.001 (0.004)	0.011*** (0.002)
	Agreeableness	-0.012*** (0.002)	-0.012*** (0.003)	-0.015*** (0.004)	-0.012*** (0.003)
	Neuroticism	-0.002 (0.001)	0.000 (0.002)	-0.008** (0.003)	-0.001 (0.003)
Observations		31478	14464	6406	10608
F-test (Big-5 variables)		602.9***	241.5***	435.2***	270.2***
F-test (interactions with Big-5)		55.56***	33.57***	253.8***	88.41***
Dependent variable	Variable of interest	Total	North	Center	South
High Skill Level (HSL)	Openness to experience	0.050*** (0.004)	0.047*** (0.006)	0.054*** (0.006)	0.051*** (0.007)
	Conscientiousness	0.005 (0.004)	0.008 (0.007)	0.002 (0.008)	0.003 (0.008)
	Extraversion	0.005 (0.003)	0.003 (0.004)	0.006 (0.006)	0.009 (0.006)
	Agreeableness	-0.009* (0.005)	-0.009 (0.006)	-0.016* (0.008)	-0.003 (0.009)
	Neuroticism	-0.004 (0.003)	-0.004 (0.005)	-0.007 (0.008)	-0.001 (0.006)
Observations		17899	9235	3890	4774
F-test (Big-5 variables)		192.2***	78.6***	139.5***	57.8***
F-test (interactions with Big-5)		33.23***	29.36**	754.8***	16.67



Note: Gli errori standard sono clusterizzati per province. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. I modelli stimati sono quelli del modello 3

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	Agreeableness	-0.012*** (0.002)	-0.012*** (0.003)	-0.015*** (0.004)	-0.012*** (0.003)
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	Agreeableness	-0.009* (0.005)	-0.009 (0.006)	-0.016* (0.008)	-0.003 (0.009)
	Neuroticism	-0.004 (0.003)	-0.004 (0.005)	-0.007 (0.008)	-0.001 (0.006)
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	Agreeableness	-0.012*** (0.002)	-0.012*** (0.003)	-0.015*** (0.004)	-0.012*** (0.003)
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	Extraversion	0.005 (0.003)	0.003 (0.004)	0.006 (0.006)	0.009 (0.006)
	Agreeableness	-0.009* (0.005)	-0.009 (0.006)	-0.016* (0.008)	-0.003 (0.009)
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CONCLUSIONI

- Sia in termini di **opportunità educative e lavorative**, sembra essere più importante la laurea dei genitori della loro qualifica professionale;
- Questo fenomeno sembra essere più preponderante nelle **aree del sud**;
- Notiamo quindi che **l'area con il minore tasso di occupazione** mostra la più alta correlazione tra HB e opportunità educative/sociali;
- Alcuni **tratti della personalità** sono in grado di influenzare il collegamento tra HB e risultati dell'individuo e di esercitare un ruolo di equalizzatore;
- **L'apertura a nuove esperienze** sembra essere quello più importante.



IMPLICAZIONI DI POLICY

- L'implicazione di policy più importante suggerita dal nostro contributo riguarda principalmente l'implementazione di misure che promuovano, economicamente e soprattutto culturalmente, **l'istruzione terziaria** per i giovani provenienti da **famiglie non laureate** (e spesso più povere);
- L'analisi rivela anche una forte **eterogeneità** del fenomeno. Caratteristiche individuali, demografiche e territoriali devono essere tenute in considerazione nell'implementazione delle politiche;
- Tali politiche dovrebbe focalizzarsi in particolare nel **sud Italia**, vale a dire l'area maggiormente pietrificata.



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