Intergenerational Education Transmission in China: The gender dimension[[1]](#footnote-0)\*

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**Abstract**

This paper explores gender differences in intergenerational patterns of education attainment in China. Using the China Family Panel Studies (CFPS) survey for 2016, we find that intergenerational ‘persistence’, as reflected in high regression and correlation coefficients between an individual’s and their parents’ education levels, is higher for females than males for the entire sample and for each of four age cohorts.······

**Keywords**

blockchain traceability, Food Safety, information preference, best-worst scaling

**1. Introduction**

***1.1 Inter-generational regression and correlation coefficients***

China has achieved remarkable advances in its education system in recent decades, average levels of educational quality and attainments. In urban China, while there has been a narrowing of the gender gap in educational attainment over time (Golley and Kong, 2018; C. Li, 2010; Z. Zhang and Chen, 2014) ······

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| --- | --- | --- | --- | --- |
| **Table 1. Educational mobility based on the direction of change, by gender** | | | | |
|  | Down | Same | Up | Total |
| Male | 13.1 | 28.1 | 58.8 | 100.00 |
| Female | 18.4 | 36.2 | 45.4 | 100.00 |
| All | 15.9 | 32.3 | 51.9 | 100.00 |
| Chi2 contribution to gender difference | | | | |
| Male | 12.7% | 14.5% | 24.8% | 52.0% |
| Female | 11.7% | 13.4% | 22.8% | 48.0% |
| All | 24.4% | 28.0% | 47.6% | 100% |
| Pearson Chi2(2) = 316.5\*\*\* | | | | |

*Source: CFPS Survey and authors’ calculations.*

*Note:* Standard errors in parentheses, \* *p* < 0.10, \*\* *p* < 0.05, \*\*\* *p* < 0.01

**2. Data and Descriptive Statistics**

**3. Methodology and Results**

***3.1 Inter-generational regression and correlation coefficients***

Following Hertz, et al. (2007), we thus begin with the bivariate regression:

(1)

where Y is the number of years of schooling, superscripts *c* and *p* refer to the “child” and the parents (noting that all “children” are above age 24 in the sample), respectively, and subscript *i* refers to the age cohort of the individual. Estimates of the coefficient β provide our first measure of inter-generational persistence, with higher values indicating greater persistence; by sub-dividing the sample into females and males we also examine differences between the two genders.

**Figure 1. Regression coefficients across age cohorts**

**4. Conclusions**

This paper first confirmed that ······

**Reference**

*Examples:*

*Reference to a journal publication:*

[1] J. van der Geer, J.A.J. Hanraads, R.A. Lupton, The art of writing a scientific article, J. Sci. Commun. 163 (2010) 51–59.

*Reference to a journal publication with an article number:*

[2] J. van der Geer, J.A.J. Hanraads, R.A. Lupton, 2018. The art of writing a scientific article. Heliyon. 19, e00205.

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[3] W. Strunk Jr., E.B. White, The Elements of Style, fourth ed., Longman, New York, 2000.

*Reference to a chapter in an edited book:*

[4] G.R. Mettam, L.B. Adams, How to prepare an electronic version of your article, in: B.S. Jones, R.Z. Smith (Eds.), Introduction to the Electronic Age, E-Publishing Inc., New York, 2009, pp. 281–304.

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## 甘肃青海教育资源整合现状调研报告[[2]](#footnote-1)\*

**内容摘要：**甘肃青海两省地处我国西部，教育发展相对落后，而农村地区的教育资源相比之下更为短缺。随着城镇化加速和计划生育的影响，农村学校生源锐减，农村地区的学校布局存在的问题日益暴露。为实现教育公平，优化教育资源布局，从2001年起······

**关键词：**教育资源整合 撤点并校 布局调整

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