

Determinants of education

Convenor: Francisco Rowe (University of Liverpool)

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Is there a link between parental mental health and education? New evidence for the children of refugees in Sweden

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Existing research suggests parental mental health can significantly impact children's educational outcomes, with studies demonstrating associations between adverse parental mental health—such as depression and anxiety—and children's academic performance. However, there is a lack of knowledge about this association for the children of refugees, despite the fact that refugees have a high risk of experiencing adverse mental health, not least due to the potential trauma of forced migration.

In this study, we explore how mental health, particularly for parents who have children shortly after obtaining refugee status affects their children's educational outcomes. We analyse longitudinal register data covering the entire Swedish population who completed compulsory schooling between 2005 and 2020 (typically aged 16-years-old). Educational outcomes of the G2 children of refugees are observed at three timepoints and compared primarily to that of the mainstream population, as well as other immigrant groups.

Applying regression-based methods, we examine the following: (1) To what extent is parental-mental health associated with educational outcomes for the Swedish-born children of refugees? (2) How does this vary according to the length of time that refugee parents have to wait before receiving permanent residence? (3) Do these associations vary according to (a) the different characteristics and parental backgrounds of children of refugees and (b) the sex of these children?

We present our findings which highlight the impact of parental mental health on the outcomes of the G2 children of refugees, and discuss their implications for policy and practice concerning the successful integration of refugees and their offspring.

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Investigating Social Class-Based Inequality in Access to Higher Education in India Over the Last Three Decades

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Education is one of the key instruments for fostering inclusion, social mobility, and bridging socioeconomic divides. Despite India's efforts to mitigate educational disparities through constitutional protections, scholarships, and reserved seats in government employment and education for significant disparities persist, especially in higher education. This study investigates inequality in access to higher education in India. Utilizing data from the National Family Health Survey (NFHS) conducted across five rounds from 1992 to 2021, the study employs the Index of Representation in Higher Education (IRHE) and the Index of Socio-Economic Inequality in Higher Education (ISIHE) to assess the socio-economic inequalities in access to higher education. The study findings reveal that even in 2021, the children belonging to the bottom three wealth quintile remain underrepresented in higher education with an index value less than 0.16, 0.39 and 0.69 respectively, although their representation has slightly improved over time. Conversely, those belonging to the top wealth quintiles exhibit overrepresentation. The ISIHE values indicate that economic class is the major contributor for inequality in access to higher education. Yet over the years the value have declined, which also indicates that wealth based inequality has declined. The study also highlights that caste and place of residence are some of the major determinants of educational inequality. This comprehensive analysis underscores the need for targeted policy interventions to address the nuanced and persistent issue of educational inequality in India, emphasizing the need towards adapting strategies to meet the specific needs of underrepresented groups.

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