Description of Global Database on Intergenerational Mobility (GDIM)[1]

World Bank

(Version 2, September 2021)

Coverage of economies: 153

Coverage of birth cohorts: 1940-1989

Survey years: 1991-2017

World population coverage: 97 percent

How to cite this database?

Users should refer to the database as GDIM (Global Database on Intergenerational Mobility) and cite the database as "World Bank. 2021. *Global Database on Intergenerational Mobility.* Washington, D.C.: World Bank Group."

Users should also cite the paper: "van der Weide, Roy; Lakner, Christoph; Mahler, Daniel Gerszon; Narayan, Ambar; Ramasubbaiah, Rakesh. 2021. Intergenerational Mobility around the World Bank Policy Research Working Paper No. 9707

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Table of Contents

1. What is the Global Database on Intergenerational Mobility?

The Global Database on Intergenerational Mobility (GDIM) contains estimates of absolute and relative intergenerational mobility (IGM) in education by 10-year cohorts, covering individuals born between 1940 and 1989. Absolute IGM is the extent to which living standards of a generation are higher than those of their parents. Relative IGM is the extent to which an individual's position on the socio-economic scale is independent of the position of his or her parents. Higher relative mobility across generations is associated with lower inequality of opportunity, which is the extent to which people's life achievements are affected by circumstances they are born into, such as parental education and income, race, gender, and birthplace. The GDIM contains several different measures of absolute and relative mobility.

The GDIM contains estimates of IGM in education. There are several reason for the focus on education. Firstly, human capital is a key aspect of economic well-being. Secondly, intergenerational data on education is more widely available than on income. Thirdly, the estimation of educational mobility involves fewer methodological challenges. Unlike income, the level of education, once acquired, does not vary across an individual's lifecycle. Fourthly, individuals can report their parents' education level with a high degree of precision, whereas the same is not true for income, making it possible to study mobility in education without panel data.

The estimates of absolute and relative IGM for the generation born between 1980 and 1989 are referred to as the 1980s cohort, and parents refer to the parents of the generation of individuals of this cohort. These IGM measures are also available by the type (subpopulation) of parental educational attainment (Mothers/Fathers/Average/Max) and the type (subpopulation) of child's educational attainment (Sons/Daughters/All -- respondents of the surveys). This allows us, for instance, to explore the relationship of mother to daughter IGM, or the father-son mobility that is often estimated in the literature. Hence, the GDIM has 12 estimates by each economy and cohort (by type of parent and by type of child).

The GDIM includes the IGM estimates that underpin the World Bank research paper titled "Intergenerational Mobility around the World"[2] and the World Bank report titled, "Fair Progress? Economic Mobility across Generations around the World."[3] The paper and report use a small subset of commonly used measures from a vast universe of mobility measures for absolute and relative IGM. This is in the interest of parsimony and clarity of exposition. However, a couple of alternative measures of absolute and relative IGM are also presented in the paper and made

[2] van der Weide, Roy; Lakner, Christoph; Mahler, Daniel Gerszon; Narayan, Ambar; Ramasubbaiah, Rakesh. 2021. Intergenerational Mobility around the World. Policy Research Working Paper. 9707. World Bank, Washington, DC. World Bank. https://openknowledge.worldbank.org/handle/10986/35827.

[3] Narayan, Ambar; van der Weide, Roy; Cojocaru, Alexandru; Lakner, Christoph; Redaelli, Silvia; Mahler, Daniel Gerszon; Ramasubbaiah, Rakesh Gupta N.; Thewissen, Stefan. 2018. *Fair Progress? Economic Mobility Across Generations Around the World.* Equity and Development. Washington, DC: World Bank. https://openknowledge.worldbank.org/handle/10986/28428.

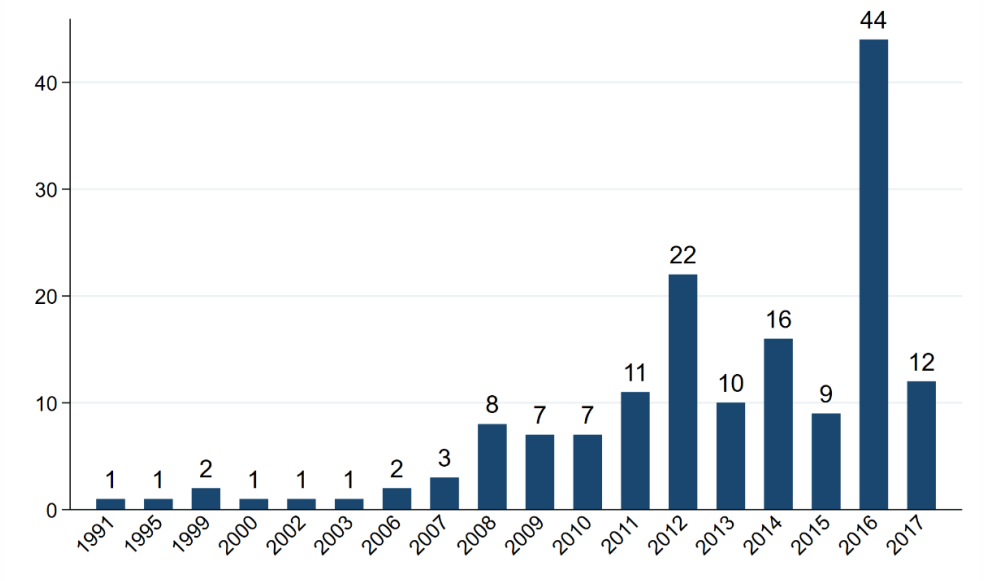
available in this GDIM. The GDIM also includes descriptive statistics on the IGM estimates, such as the number of observations used to generate the IGM estimates, and several complementary variables, such as the proportion of survey respondents that have completed tertiary education. This documentation file explains how the surveys for the GDIM were identified and harmonized, the coverage of the GDIM, and describes variables in the database.

2. Survey identification

A comprehensive review was undertaken to identify the surveys that include retrospective questions on parental education in their questionnaires. Retrospective questions mean that surveys explicitly ask all adult respondents on the education of their parents, as well as their own education. The availability of retrospective questions was the primary criterion for identifying surveys. The availability of such surveys has increased significantly in the recent years.

Figure 1 suggests that mostly recent surveys have been considered in the GDIM.[4] This is to ensure that a majority of respondents of the 1980s cohort have reached an age for which it can be assumed that education is completed (and thus IGM estimated accurately). If multiple relevant surveys were identified with retrospective data (most often for economies in Europe & Central Asia and high-income economies), the survey retained in the GDIM was based on the sample size and quality of the education information (most detailed categories and/or years of schooling of educational attainment).

Figure 1: Count of surveys by survey year in GDIM



[4] For five countries, recent surveys with co-resident data for the 1980s cohort are combined with older surveys with retrospective data for older cohorts, since no recent retrospective data were available. These countries include: Pakistan (1991), Mauritania (1995), the Philippines (1999), Rwanda (2000), and Guinea (2002).

For most developing economies outside the Europe & Central Asia region and the Latin America & Caribbean region, cross-sectional household income or expenditure surveys are used. Social surveys such as the European Social Survey, the Latinobarómetro Survey, and the Life in Transition Survey are used for most economies in the Europe & Central Asia region and in the Latin America & Caribbean region. The social surveys tend to have small sample sizes, so, if multiple waves of the same survey contain relevant information on educational attainment, these waves are pooled.[5] For a select number of high-income economies, annual panel surveys, such as the Panel Study of Income Dynamics for the United States, and the Labor and Income Panel Study for the Republic of Korea are used in the GDIM. In four countries (Kenya, the Lao People's Democratic Republic, Sri Lanka, and Vietnam), Skills Towards Employability and Productivity (STEP) Skills Measurement Program surveys are used. These surveys collect parental educational attainment only for a subset of respondents within households. Table 1 provides the complete list of surveys used in GDIM and the respective year of the survey.

When retrospective data are not available, co-resident data were considered instead, based on high-quality household surveys. The information of parental educational attainment is obtained for the subset of all respondents aged 21-25 who co-reside with their parents. The IGM estimates generated from this type of data may be subject to what is termed as co-residency bias. As explained in Appendix C of the paper, the size of the co-residency bias is not large.

Table 1: List of surveys included in IGM in GDIM[6]

Country	Survey	Year	Co-resident
Afghanistan	NRVA	2011	Yes
Albania	LITS	2016	No
Angola	IBEP-MICS	2008	Yes
Argentina	LATINOBAROMETRO	2015	No
Armenia	LITS	2016	No
Australia	HILDA	2015	No
Austria	ESS	2014	No
Azerbaijan	LITS	2016	No
Bangladesh	HIES	2010	Yes
Belarus	LITS	2016	No
Belgium	ESS	2014	No
Benin	EMICOV	2011	No
Bhutan	LSS	2003	No
Bolivia	EH	2008	No
Bosnia and Herzegovina	LITS	2016	No

[5] This includes four waves of the European Social Survey (from 2010 to 2016), eight waves of the Latinobarómetro (from 2008 to 2017), and two waves of the Life in Transition Survey (2006 and 2011). If multiple waves of social surveys are combined, the weights are adjusted so that the sum of weights across the waves is identical.

[6] Full name of the survey with links is provided at the end of this document.

Botswana	BMTHS	2015	Yes
Brazil	PNAD	2014	No
Bulgaria	ESS	2012	No
Burkina Faso	ECVM	2009	Yes
Burundi	ECVM	2013	No
Cabo Verde	QUIBB	2007	Yes
Cambodia	CSES	2012	Yes
Cameroon	ECAM-III	2007	Yes
Canada	CGSS	2014	No
Central African Republic	ECASEB	2008	Yes
Chad	ECOSIT-III	2011	Yes
Chile	CASEN	2013	No
China	CFPS	2012	No
Colombia	ENCV	2013	No
Comoros	EESIC	2014	No
Congo, Dem. Rep.	E123	2012	No
Congo, Rep.	ECOM	2011	Yes
Costa Rica	LATINOBAROMETRO	2015	No
Côte d'Ivoire	ENV	2008	Yes
Croatia	LITS	2016	No
Cyprus	ESS	2012	No
Czech Republic	ESS	2014	No
Denmark	ESS	2014	No
Djibouti	EDAM	2017	No
Dominican Republic	LATINOBAROMETRO	2015	No
Ecuador	ECV	2013	No
Egypt, Arab Rep.	ELMPS	2012	No
El Salvador	LATINOBAROMETRO	2015	No
Estonia	ESS	2014	No
Ethiopia	LSMS-ISA	2013	No
Fiji	HIES	2008	Yes
Finland	ESS	2014	No
France	ESS	2014	No
Gabon	EGEP-II	2017	No
Gambia	IHS	2015	No
Georgia	LITS	2016	No
Germany	ESS	2014	No
Ghana	GLSS	2012	No
Greece	LITS	2016	No
Guatemala	ENCOVI	2014	No
Guinea	EIBEP	2002	No
Guinea	ELEP	2012	Yes
Guinea-Bissau	ILAP-II	2010	Yes
Honduras	LATINOBAROMETRO	2015	No
Hungary	ESS	2014	No

Iceland	ESS	2012	No
India	IHDS	2011	No
Indonesia	IFLS	2014	No
Iran, Islamic Rep.	HEIS	2014	Yes
Iraq	IHSES	2012	No
Ireland	ESS	2014	No
Israel	ESS	2014	No
Italy	LITS	2016	No
Japan	JGSS	2012	No
Jordan	JLMPS	2010	No
Kazakhstan	LITS	2016	No
Kenya	STEP	2013	No
Kiribati	HIES	2006	Yes
Korea, Rep.	KLIPS	2014	No
Kosovo	LITS	2016	No
Kyrgyz Republic	LITS	2016	No
Lao PDR	STEP	2012	No
Latvia	LITS	2016	No
Lebanon	HBS	2011	Yes
Lesotho	CMSHBS	2017	Yes
Liberia	HIES	2014	No
Lithuania	ESS	2014	No
Macedonia, FYR	LITS	2016	No
Madagascar	ENEMPSI	2012	No
Malawi	LSMS-ISA	2013	No
Malaysia	KMS	2015	No
Maldives	HIES	2009	Yes
Mali	LSMS-ISA	2014	No
Mauritania	EPCV	1995 & 2008	No + Yes
Mauritius	HBS	2012	Yes
Mexico	EMOVI	2011	No
Moldova	LITS	2016	No
Mongolia	LITS	2016	No
Montenegro	LITS	2016	No
Morocco	ENNVM	2006	No
Mozambique	IOF	2008	Yes
Myanmar	MPLCS	2015	Yes
Namibia	NHIES	2015	Yes
Nepal	LSS	2011	No
Netherlands	ESS	2014	No
New Zealand	ISSP	1999	No
Nicaragua	LATINOBAROMETRO	2015	No
Niger	LSMS-ISA	2014	No
Nigeria	LSMS-ISA	2012	No
Norway	ESS	2014	No

Pakistan	IHS	1991	No
Pakistan	PSLM	2013	Yes
Panama	ENV	2008	No
Papua New Guinea	HIES	2009	Yes
Paraguay	LATINOBAROMETRO	2015	No
Peru	ENAHO	2014	No
Philippines	FIES	2012	Yes
Philippines	ISSP	1999	No
Poland	ESS	2014	No
Portugal	ESS	2014	No
Romania	LITS	2016	No
Russian Federation	ESS	2012	No
Rwanda	EICV	2000	No
Rwanda	EICV-IV	2013	Yes
São Tomé and Principe	IOF	2010	Yes
Senegal	ESPS-II	2011	No
Serbia	LITS	2016	No
Sierra Leone	SLIHS	2011	Yes
Slovak Republic	ESS	2012	No
Slovenia	ESS	2014	No
Solomon Islands	SIHIES	2013	Yes
South Africa	NIDS	2014	No
South Sudan	NBHS	2009	Yes
Spain	ESS	2014	No
Sri Lanka	STEP	2012	No
Sudan	HBS	2009	Yes
Swaziland	HIES	2009	Yes
Sweden	ESS	2014	No
Switzerland	ESS	2014	No
Taiwan, China	TSCS	2015	No
Tajikistan	LITS	2016	No
Tanzania	LSMS-ISA	2012	No
Thailand	SES	2012	Yes
Timor-Leste	LSMS	2007	No
Togo	QUIBB	2015	No
Tonga	HIES	2009	Yes
Tunisia	TLMPS	2014	No
Turkey	LITS	2016	No
Tuvalu	HIES	2010	Yes
Uganda	LSMS-ISA	2014	No
Ukraine	ESS	2012	No
United Kingdom	ESS	2014	No
United States	PSID	2015	No
Uruguay	LATINOBAROMETRO	2015	No
Uzbekistan	LITS	2016	No

Vanuatu	HIES	2010	Yes
Venezuela, RB	LATINOBAROMETRO	2015	No
Vietnam	STEP	2012	No
West Bank and Gaza	PECS	2011	Yes
Yemen, Rep.	HBS	2014	Yes
Zambia	LCMS-VI	2010	Yes

3. Country and population coverage of the GDIM

The database includes educational mobility estimates from 153 economies, of which the data on 114 are based on retrospective data on parental educational attainment (Table 2). The full sample of 153 economies accounts for 97 percent of the world's population (87 percent of the world's population with only the retrospective data). Except for in the Middle East & North Africa, the population coverage in all regions exceeds 90 percent. In the case of the Middle East & North Africa, 83 percent of the population is covered (51 percent with retrospective questions). Whenever time trends are analyzed, only economies on which retrospective data are available, are used.

Table 2. Coverage of the Global Database on Intergenerational Mobility (GDIM)

Income group or region	*Number of economies covered*		*% of population covered*	
	With retrospective data	*All*	*With retrospective data*	*All*
High-income economies	38	38	93	93
Developing economies	76	115	86	98
East Asia & the Pacific	8	18	92	99
Eastern Europe & Central Asia	20	20	99	99
Latin America & the Caribbean	15	16	95	97
Middle East & North Africa	6	10	51	83
South Asia	5	8	89	100
Sub-Saharan Africa	22	43	72	97
Total	114	153	87	97

Note: World Bank classification by income level, as of July 1, 2020. Regions used here are World Bank classification of regions

4. Microdata vetting and survey harmonization

The microdata were harmonized to enable direct comparisons across countries. In particular, two variables were created for both parents and children: a continuous variable measuring years of schooling and a categorical variable measuring highest educational attainment. The categorical variable is used to compute absolute IGM as the share of individuals whose completed educational level is higher than that of their parents. The measures of relative IGM use the year of schooling variable. For both variables, respondents who are younger than 21 or who are still enrolled in school are excluded from the sample unless they have completed upper secondary. These individuals are assumed to have completed the lowest tertiary degree (ISCED 5).

For the categorical educational attainment variable, the lowest common denominator across the various surveys has been adopted. This has invariably reduced the amount of detail exploited in some countries. With minor exceptions, all surveys contain the following five categories, which are based on the International Standard Classification of Education (ISCED): less than primary (ISCED 0), primary (ISCED 1), lower secondary (ISCED 2), upper secondary or postsecondary non-tertiary (ISCED 3–4), and tertiary (ISCED 5–8). The categories refer to the highest educational level completed by the respondent.[7] The cases where not all five categories exist are mostly high-income economies, where no category below primary is present. In some instances where only years of schooling education data are available, they have been carefully mapped using the ISCED categories schedule (and vice-versa, wherever applicable). The rule of thumb when information is missing is ISCED 1: 6 years; ISCED 2: 9 years; ISCED 3: 12 years; ISCED 4: 13 years; ISCED 5: 15 years; ISCED 6: 16 years; ISCED 7: 18 years; and ISCED 8: 21 years.

The years of schooling variable is often available directly in the microdata. We top code it at 21 years which roughly translates to the theoretical number of years required to complete the highest level of education. For surveys in which years of schooling is not available, categorical variables are used to construct a measure of years of schooling. The length of schooling for different educational level varies by countries and across time. This has been mapped using the same ISCED categories schedule.[8]

[7] See ISCED (International Standard Classification of Education) (database), Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization, Montreal, http://uis.unesco .org/en/topic/international-standard-classification-education-isced.

[8] Two sources of information are used. The first source ("ISCED Mappings") is not available for all economies and generally only reflects the ISCED categories in the ISCED revisions of 1997 and 2011. This source is supplemented by information on the UIS. Stat database, which covers the ISCED categories annually since 1970. For the first source, see "ISCED Mappings," Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization, Montreal, http://uis.unesco.org/en/isced-mappings. For the database, see UIS.Stat (database), Institute for Statistics, United Nations Educational, Scientific, and Cultural Organization, Montreal, http://data.uis.unesco.org/.

A sample Stata code to harmonize education variables for the Uganda LSMS-ISA survey (2014) used in the GDIM is provided below[9]:

```
// Respondent, education, categorical
gen educcatIGM=.
label var educcatIGM "Respondent's education, country's most detailed ISCED categories"
label define ISCED 0 "ISCED 0" 10000 "ISCED 1" 20000 "ISCED 2" 30000 "ISCED 3" 40000 "ISCED 4" 50000
"ISCED 5" 67800 "ISCED 6-8"
label values educcatIGM ISCED
// Individuals below age 6
replace educcatIGM = 0 if h2q8<6
// Individuals who never attended school
replace educcatIGM = 0 if h4q5==1
// Individuals who are no longer in school
replace educcatIGM = 0 if inrange(h4q7,10,16)
replace educcatIGM = 10000 if inrange(h4q7,17,22) | inrange(h4q7,31,33)
replace educcatIGM = 20000 if h4q7==23 | inrange(h4q7,34,35) | h4q7==41
replace educcatIGM = 30000 if h4q7==36
replace educcatIGM = 50000 if h4q7==51
replace educcatIGM = 67800 if h4q7==61
// Individuals who attended school last year
replace educcatIGM = 0 if inrange(h4q9,1,15)
replace educcatIGM = 10000 if inrange(h4q9,16,32)
replace educcatIGM = 20000 if inrange(h4q9,33,34) | h4q9==40
replace educcatIGM = 30000 if h4q9==35
replace educcatIGM = 50000 if h4q9==50
replace educcatIGM = 67800 if h4q9==61
// Individuals who attending school this year but not last year
replace educcatIGM = 0 if inrange(h4q10,1,16) & missing(educcatIGM)
replace educcatIGM = 10000 if (inrange(h4q10,30,33) | h4q10==40) & missing(educcatIGM)
replace educcatIGM = 20000 if inrange(h4q10,34,35) & missing(educcatIGM)
replace educcatIGM = 30000 if h4q10==50 & missing(educcatIGM)
replace educcatIGM = 50000 if h4q10==61 & missing(educcatIGM)
// Fixing a few missing values
replace educcatIGM=0 if h4q4==1 & missing(educcatIGM)
// Fixing with values from previous waves
replace educcatIGM = educcatIGM_old if missing(educcatIGM)

// Education, 5 categories, respondent (the globally comparable lowest common denominator)
gen educcat5IGM = educcatIGM/10000
replace educcat5IGM = 3 if educcat5IGM==4
replace educcat5IGM = 4 if educcat5IGM >= 5 & educcat5IGM !=.
```

[9] The data is publicly available here: http://microdata.worldbank.org/index.php/catalog/2663.

```
label define ISCED5 0 "ISCED 0" 1 "ISCED 1" 2 "ISCED 2" 3 "ISCED 3-4" 4 "ISCED 5-8"
label var educcat5IGM "Respondent's education, 5 categories"
label values educcat5IGM ISCED5

// Continuous education, respondent
gen educyIGM=.
label var educyIGM "Respondent's education, continuous"
// Individuals who are no longer in school
replace educyIGM = 0 if h4q5==0
replace educyIGM = h4q7-10 if inrange(h4q7,10,17)
replace educyIGM = h4q7-13 if inrange(h4q7,21,23)
replace educyIGM = h4q7-23 if inrange(h4q7,31,36)
replace educyIGM = 11 if h4q7==41
replace educyIGM = 15 if h4q7==51
replace educyIGM = 17 if h4q7==61
// Individuals who attended school last year
replace educyIGM = 0 if h4q9==1
replace educyIGM = h4q9-9 if inrange(h4q9,10,16)
replace educyIGM = h4q9-22 if inrange(h4q9,30,35)
replace educyIGM = 11 if h4q9==40
replace educyIGM = 15 if h4q9==50
replace educyIGM = 17 if h4q9==61
// Individuals who are still in school
replace educyIGM = 0 if h4q10==1 & missing(educyIGM)
replace educyIGM = h4q10-10 if inrange(h4q10,10,16) & missing(educyIGM)
replace educyIGM = h4q10-23 if inrange(h4q10,30,35) & missing(educyIGM)
replace educyIGM = 7 if h4q10==40 & missing(educyIGM)
replace educyIGM = 13 if h4q10==50 & missing(educyIGM)
replace educyIGM = 15 if h4q10==61 & missing(educyIGM)
// Replacing with educcat when needed
replace educyIGM = 0 if educcatIGM==0 & missing(educyIGM)
replace educyIGM = 7 if educcatIGM==10000 & missing(educyIGM)
replace educyIGM = 11 if educcatIGM==20000 & missing(educyIGM)
replace educyIGM = 13 if educcatIGM==30000 & missing(educyIGM)
replace educyIGM = 15 if educcatIGM==50000 & missing(educyIGM)
replace educyIGM = 17 if educcatIGM==67800 & missing(educyIGM)
```

5. Variables in the GDIM

The literature proposes several different measures of IGM. In addition to distinguishing between absolute and relative mobility, mobility measures can be divided into measures that treat the outcome variable (educational attainment) as continuous or as categorical. Furthermore, measures of mobility are frequently obtained by sorting individuals into quantiles by the outcome variable. The corresponding transition probabilities – for example, the probability that an individual with parents in a low educational quintile or quartile achieves a high educational quintile or quartile (relative to others in the individual's generation) – represent natural measures of relative mobility. The matrix that reports all possible transition probabilities is referred to as the transition matrix.

Table 3 shows the variables included in the GDIM. The first 11 variables in the GDIM are metadata that describe the countries and surveys. Variables 12-14 identify unique rows for a country. That is, each row has a unique combination of code-cohort-parent-child. Variable 15 specifies how many observations are in a particular code-cohort-parent-child combination, and hence is related to the statistical power behind the estimates. Variables 15-30 provide descriptive statistics of the education variables.

Variables 31-39 provide various measures of absolute mobility. Absolute mobility is measured by to the share of survey respondents who reached a higher educational attainment than their parents. Our main measure of absolute mobility (denoted CAT) is the share of respondents that have attained a higher educational category than their parents, conditional on the parents not having obtained tertiary education, such that all included individuals have a chance of surpassing their parents. For this measure, we categorize individuals and parents according to their highest educational attainment in the following categories (see Section 4 for more details): (i) less than primary, (ii) primary, (iii) lower-secondary, (iv) upper-secondary, or (v) tertiary. For robustness, we also construct and include a measure of absolute mobility that uses education data in its most disaggregated form (YOS), a measure that considers everyone with tertiary education as mobile (MIX), and one which accounts for the magnitude of which children surpass or fall short of their parents' outcomes (DIF). Finally, we include measures of absolute mobility conditional on the educational level of parents (variables 35-39).

Variables 40-49 specify measures of relative mobility. As was the case with absolute mobility, several measures are used to capture the extent to which the educational attainment of individuals in one generation is independent of the educational attainment of their parents. Primarily, we use (one minus) the correlation coefficient from the regression of children's years of education on the education of their parents. This is referred to as COR. Higher values of the correlation coefficient indicate greater intergenerational persistence and, hence, lower relative mobility. To complement this measure of relative IGM, we also relies on several other measures: (1) (one minus) the coefficient from regressing respondents' years of schooling on parents' years

of schooling (BETA); (2) the share of individuals who reach the top quartile of education in their generation among all individuals who are born to parents with educational attainment in the bottom half of their respective generation (BHQ4); and (3) the expected educational rank of respondents born to parents in the bottom half (MU050). Variables 43-48 contain specific elements of transition matrices while variable 49 shows the share of children that are in the highest quartile of the national distribution. Whenever all children are considered, this is mechanically close to 25%, but when only sons or daughters are considered it can differ.

Table 3: Variables in the GDIM

No.	Variable name	Definition
Metadata		
1	country	Name of country
2	code	ISO3 country code
3	region	Region (with high-income as separate category)
4	region_noHICgroup	Region (with high-income economies among the regions)
5	incgroup2	Income groups (2 categories) as of July 1, 2020
6	incgroup3	Income groups (3 categories) as of July 1, 2020
7	incgroup4	Income groups (4 categories) as of July 1, 2020
8	fragile	World Bank Fragile and Conflict-affected Situations as of July 1, 2020
9	survey	Survey name (acronym)
10	year	Survey year
11	status	Retrospective / Co-residents / Mix
12	cohort	Cohort (which decade individuals are born in)
13	parent	Mothers/Fathers/Max/Average
14	child	Sons/Daughters/All
Descriptive statistics		
15	obs	Observations in particular cell
16	P1	Share of parents with ISCED0 (less than primary)
17	P2	Share of parents with ISCED1 (primary)
18	P3	Share of parents with ISCED2 (lower secondary)
19	P4	Share of parents with ISCED3-4 (upper secondary)
20	P5	Share of parents with ISCED5-8 (tertiary)
21	C1	Share of children with ISCED0 (less than primary)
22	C2	Share of children with ISCED1 (primary)
23	C3	Share of children with ISCED2 (lower secondary)
24	C4	Share of children with ISCED3-4 (upper secondary)
25	C5	Share of children with ISCED5-8 (tertiary)
26	MEANp	Mean of parents' years of schooling
27	MEANc	Mean of children's years of schooling
28	SDp	Standard deviation of parents' years of education

29	SDc	Standard deviation of children's years of education
30	MLD_psu	Educational segregation (share of inequality in years of schooling between PSUs)

Absolute mobility measures

31	CAT	Absolute mobility based on 5 ISCED categories (condition on parent not having te
32	YOS	Absolute mobility based on years of schooling
33	DIF	Mean change in years of schooling conditional on parents not having tertiary
34	MIX	Absolute mobility counting all children with tertiary as mobile
35	CAT_ISCED0	Absolute mobility when parents have ISCED0, pr(c>p|p=ISCED0)
36	CAT_ISCED1	Absolute mobility when parents have ISCED0, pr(c>p|p=ISCED1)
37	CAT_ISCED2	Absolute mobility when parents have ISCED0, pr(c>p|p=ISCED2)
38	CAT_ISCED34	Absolute mobility when parents have ISCED0, pr(c>p|p=ISCED3-4)
39	CAT_ISCED5678	Absolute mobility when parents have ISCED0, pr(c>p|p=ISCED5-8)

Relative mobility measures

40	COR	Correlation coefficient between children's and parents' years of schooling
41	BETA	Beta coefficient from regressing children's on parents' years of schooling
42	MU050	Expected child educational rank from a person born in bottom half
43	BHQ4	Pr child from bottom half ends up in Q4 (top quartile)
44	Q4Q4	Pr child from top quartile stays in top quartile
45	BHQ1	Pr child from bottom half ends up in Q1 (lowest quartile)
46	BHQ2	Pr child from bottom half ends up in Q2
47	BHQ3	Pr child from bottom half ends up in Q3
48	Q4BH	Pr child from highest quartile ends up in bottom half
49	Q4child	Pr child is in highest quartile in national distribution

6. Example Stata code to reproduce figures from the paper

Data for Figure 1:

```
use "GDIM_2021_09", clear
// Each row is defined by a country-cohort-child-parent combination
isid code cohort child parent
// Only keep max parental education and child estimates based on all children
keep if parent=="max" & child=="all"
// Only keeping the 80s cohort for the maps
keep if cohort==1980
// Now each row is defined by a country
isid code
// Keep relevant variables
keep code CAT
```

Figure 2:

```
use " GDIM_2021_09.dta", clear
// Each row is defined by a country-cohort-child-parent combination
isid code cohort child parent
// Only keep max parental educaction and child estimates based on all children
keep if parent=="max" & child=="all"
// Now each row is defined by a country-cohort
isid code cohort
// Dropping the 40s cohort. We generally have less confidence in these estimates.
drop if cohort==1940
// Drop coresidents since we will be showing time trends and want the same countries for all cohorts.
drop if status==2
// Keep relevant variables
keep code cohort incgroup2 CAT
// Collapse to create income group-cohort averages
collapse CAT, by(incgroup2 cohort)
// Plot
twoway connected CAT cohort if incgroup2==1, lwidth(thick) lcolor("117 26 51") mcolor("117 26 51") || connected CAT cohort if incgroup2==2, lwidth(thick) lcolor("26 134 147") mcolor("26 134 147") graphregion(color(white)) legend(rows(1) region(lcolor(white)) order(1 "Developing economies" 2 "High-income economies") size(*1.1)  symxsize(*0.75)) ylab(, angle(horizontal)) ytitle("Share of adults", size(medlarge)) xtitle(,size(medlarge)) xsize(10) ysize(8) graphregion(margin(0 2 0 0)) plotregion(margin(2 2 2 2))
```

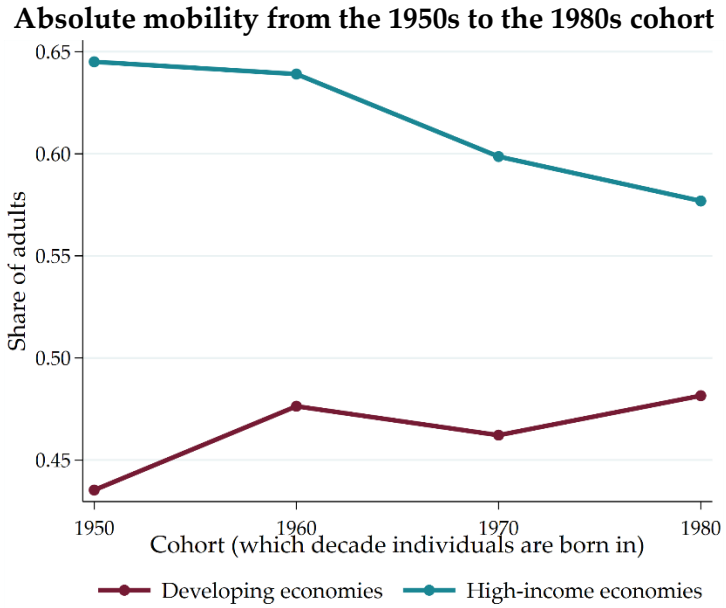
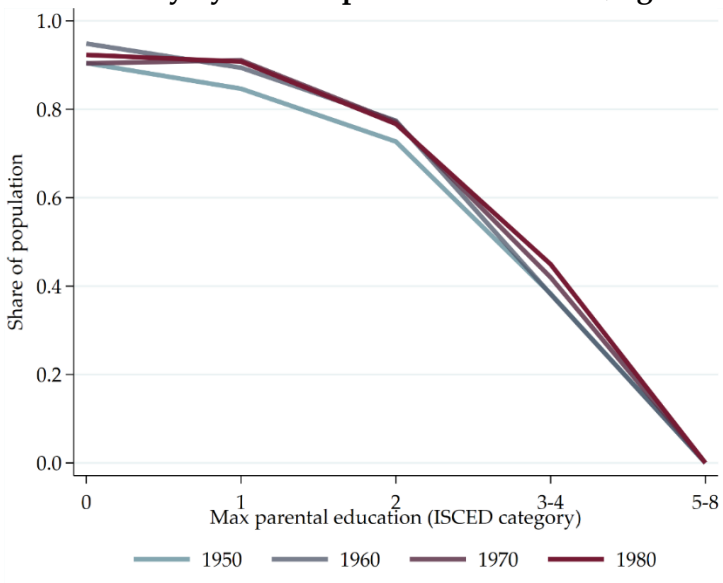


Figure 3

```
use "GDIM_2021_09", clear
// Each row is defined by a country-cohort-child-parent combination
isid code cohort child parent
// Only keep max parental educaction and child estimates based on all children
keep if parent=="max" & child=="all"
// Now each row is defined by a country-cohort
isid code cohort
// Dropping the 40s cohort. We generally have less confidence in these estimates.
drop if cohort==1940
// Drop coresidents since we will be showing time trends and want the same countries for all cohorts.
drop if status==2
// Only keeping high-income countries for this figure
keep if region==7
// Collapse to cohort averages
collapse CAT_*, by(cohort)
// Renaming for plotting convenience
rename *_ISCED* **
ren *34 *3
ren *5678 *4
// Twice reshaping
reshape long CAT, i(cohort) j(cat)
reshape wide CAT, i(cat) j(cohort)
// Plot
twoway line CAT1950 cat, lwidth(thick) lcolor("48 107 123%60") || line CAT1960 cat, lwidth(thick)
lcolor("71 80 99%73") ||  line CAT1970 cat, lwidth(thick) lcolor("94 53 75%86") ||  line CAT1980 cat,
lwidth(thick) lcolor("117 26 51")  xlab(0 "0" 1 "1" 2 "2" 3 "3-4" 4 "5-8") xtitle("Max parental education
(ISCED category)")  ylab(,format(%2.1f) angle(horizontal)) graphregion(margin(0 1 0 0)) legend(row(1)
order(1 "1950" 2 "1960" 3 "1970" 4 "1980") symxsize(*0.75)  region(lcolor(white))) xsize(10) ysize(8)
graphregion(color(white)) ytitle("Share of population")
```

Absolute mobility by level of parental education (high-income)



7. Updates since the first version of the GDIM

Since the first version of the GDIM was launched in May 2018, several changes have been made to the coverage, methodology, harmonization, and variables included. This section summaries these changes.

Data coverage

- The 2016 wave of the European Social Survey has been added.
- The 2016 and 2017 waves of the Latinobarometro have been added.
- Myanmar has been included in the database as a co-resident country through PLCS 2014-2015.
- Solomon Islands has been included in the database as a co-resident country through HIES 2012-2013.
- The survey for Namibia has been switched from the 2009 NHIES to the 2015 NHIES. Both are coresident surveys, but the latter has information on years of schooling, in contrast to the 2009 survey.
- The survey for Botswana has been switched from the 2009 CWIS to the 2015 BMTHS, since the latter was deemed of higher quality.
- The survey for Rwanda has been switched from the 2010 EICV-III to the 2013 EICV-IV since the latter was deemed of better quality.
- The survey for Lesotho has been switched from the 2010 CMSHBS to the 2017 CMSHBS since the latter was deemed of higher quality.
- Gambia has been included in the database through the 2015 HIS.
- Djibouti has been included in the database as a country with retrospective data through the 2017 EDAM.

- Gabon has been included in the database as a country with retrospective data through the 2017 EGEP-II.
- Burundi has been included in the database with retrospective data. Before it was not in the database at all.
- Senegal is no longer included as a country with retrospective data, since we no longer have access to the data. We now use a survey only with co-resident data.

Methodology

- The minimum age of respondents has been changed from 18 to 21.
- The computation of ranks for max parental education has been revised. Now, if there are ties, these are broken by the highest min parental education.
- The computation of transition-matrix based mobility measures has been changed, such that they now use the bounds generated by the method of Asher et al. (2019) if our method (which uses random assignment to break ties in ranks) is not within the bounds generated by Asher et al. (2019). More details are available in the working paper

Harmonization

- The population data, income group data etc. have been updated.
- A small error in the years of schooling variable for Comoros has been fixed.
- A small error in the household ID variable for Niger has been fixed.
- A small error in the years of schooling variable for Indonesia has been fixed.
- A small error in the years of schooling variable for Angola has been fixed.
- A small error in the relationship to household head variable for Sudan has been fixed.
- Small errors in the relationship to household head variable and the years of schooling variable for the Central African Republic have been fixed.
- An error in the availability of educational information for the child generation for Madagascar has been fixed.
- A years of schooling variable has been added to the survey for Guinea-Bissau.

Variables included

- In this version of the database, we have decided to only keep the main measures of absolute and relative mobility while leaving out variables pertaining to specific kinds of analysis (such as analysis of co-residence bias, analysis of three-generational mobility, and analysis of non-linearity in the coefficient from regression children on parents' education). We have also changed the name and labels of some variables to align them to the working paper. Table 4 shows a complete mapping from the first version of the database to this version of the database.

Table 4: Mapping from first to second version of GDIM

	Version 1, May 2018		Version 2, September 2021	
No.	**Variable name**	**Label**	**New variable name**	**New label**
1	countryname	Economy name	country	Name of country
2	wbcode	World Bank economy code	No longer available	
3	iso3	ISO3 economy code	code	ISO3 country code
4	region	Geographic regions (with high-income category)	No change	Region (with high-income as separate category)
5	incgroup2	Income groups (2 categories) as of July 1, 2016	No change	Income groups (2 categories) as of July 1, 2020
6	incgroup4	Income groups (4 categories) as of July 1, 2016	No change	Income groups (4 categories) as of July 1, 2020
7	fragile	World Bank Harmonized List of Fragile Situations FY 2018	No change	World Bank Fragile and Conflict-affected Situations as of July 1, 2020
8	survey	Survey name (acronym)	No change	No change
9	year	Year	No change	No change
10	status	Retrospective data / Co-residents	No change	Retrospective / Co-residents / Mix
11	cohort	Cohort (which decade individuals are born in, by first year of decade)	No change	No change
12	parent	Mothers/Fathers/Average/Max	No change	No change
13	child	Sons/Daughters/All	No change	No change
14	obs	Observations in particular cell	No change	No change
15	P1	Share of parents with ISCED0 (less than primary)	No change	No change
16	P2	Share of parents with ISCED1 (primary)	No change	No change
17	P3	Share of parents with ISCED2 (lower secondary)	No change	No change
18	P4	Share of parents with ISCED3-4 (upper secondary)	No change	No change
19	P5	Share of parents with ISCED5-8 (tertiary)	No change	No change
20	C1	Share of children with ISCED0 (less than primary)	No change	No change
21	C2	Share of children with ISCED1 (primary)	No change	No change
22	C3	Share of children with ISCED2 (lower secondary)	No change	No change
23	C4	Share of children with ISCED3-4 (upper secondary)	No change	No change
24	C5	Share of children with ISCED5-8 (tertiary)	No change	No change
25	MEANp	Mean of parents' years of education	No change	No change
26	MEANc	Mean of children's years of education	No change	No change
27	SDp	Standard deviation of parents' years of education	No change	No change
28	SDc	Standard deviation of children's years of education	No change	No change

29	GINIp	Gini index of parents' years of education	No longer available	
30	GINIc	Gini index of children's years of education	No longer available	
31	IGP	Intergenerational persistence	BETA	Beta coefficient from regressing children's on parents' years of schooling
32	NL1	b1 from child_educ=b0+b1*parent_educ+b2*parent_educ^2	No longer available	
33	NL2	b2 from child_educ=b0+b1*parent_educ+b2*parent_educ^2	No longer available	
34	COR	Pearson's correlation coefficient between parent & child years of educ	No change	Correlation coefficient between children's and parents' years of schooling
35	MAcatM	Abs. upward mobility (weakly), pr(c>p or c=p=top category)	MIX	Absolute mobility counting all children with tertiary as mobile
36	MAcatC1	Abs. upward mobility, pr(c>p given p not in top category)	CAT	Absolute mobility based on 5 ISCED categories (condition on parent not having tertiary)
37	Q4_IGpri	Intergenerational Privilege (prob Qchild = 4 Qparent = 4)	Q4Q4	Pr child from top quartile stays in top quartile
38	BHQ1	Probability child from bottom half ends up in Q1 (lowest quartile)	No change	No change
39	BHQ2	Probability child from bottom half ends up in Q2	No change	No change
40	BHQ3	Probability child from bottom half ends up in Q3	No change	No change
41	BHQ4	Probability child from bottom half ends up in Q4 (highest quartile)	No change	No change
42	Q4BH	Probability child from highest quartile ends up in bottom half	No change	No change
43	Q4child	Probability child is in highest quartile in national distribution	No change	No change
44	Delta50	Difference in years of schooling, given parents in bottom 50%	No longer available	
45	Asher_Q4_IGpri	Intergenerational Privilege (prob Qchild = 4 Qparent = 4)	No longer available	
46	ThreeGen_obs	Observations behind 3-generational estimations	No longer available	
47	ThreeGen_IGPp1	b1 from child_educ=b0+b1*parent_educ+b2*grandparent_educ	No longer available	
48	ThreeGen_IGPg1	b2 from child_educ=b0+b1*parent_educ+b2*grandparent_educ	No longer available	
49	ThreeGen_IGPgsd	Standard deviation of ThreeGen_IGPg1 estimates	No longer available	
50	All2125_MEANp	Mean of parents' years of education (respondents aged 21-25)	No longer available	

51	All2125_MEANc	Mean of children's years of education (respondents aged 21-25)	No longer available	
52	All2125_IGP	Intergenerational persistence (respondents aged 21-25)	No longer available	
53	All2125_MAcatC1	Abs. upward mobility, pr(c>p given p not in top cat.) (respondents aged 21-25)	No longer available	
54	Cores2125_MEANp	Mean of parents' years of education (coresidents aged 21-25)	No longer available	
55	Cores2125_MEANc	Mean of children's years of education (coresidents aged 21-25)	No longer available	
56	Cores2125_IGP	Intergenerational persistence (coresidents aged 21-25)	No longer available	
57	Cores2125_MAcatC1	Abs. upward mobility, pr(c>p given p not in top cat.) (coresidents aged 21-25)	No longer available	
58	Shortfall0611_obs	Observations in particular cell of Shortfall0611_IGP	No longer available	
59	Shortfall0611_IGP	Intergenerational persistence (shortfall, children aged 6-11)	No longer available	
60	Shortfall1217_obs	Observations in particular cell of Shortfall1217_IGP	No longer available	
61	Shortfall1217_IGP	Intergenerational persistence (shortfall, children aged 12-17)	No longer available	
62	IGEincome	Relative IGM in income	No longer available	
63	S1	IGEincome share, effect of parent_educ on child_inc via child_educ	No longer available	
64	S2	IGEincome share, effect of parent_educ on child_inc (other than via child_educ)	No longer available	
65	S3	IGEincome share, effect of parent_char (income, networks etc.) on child_inc	No longer available	
66	MLD_psu	MLD geographic segregation	No change	Educational segregation (share of inequality in years of schooling between PSUs)

8. Original source of microdata used in GDIM

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CFPS, 2012, China Family Panel Studies, detailed information: 2013 Institute of Social Science Survey – ISSS (URL: http://www.isss.pku.edu.cn/cfps/EN/)

CGSS, 2014, Canada's General Social Survey, detailed information: Minister responsible for Statistics Canada. Minister of Industry, 2013 (URL: https://www.statcan.gc.ca/pub/89f0115x/89f0115x2013001-eng.htm)

CMSHBS, 2017, Continuous Multipurpose Household Survey (CMS) / module 2017/2018 Household Budget Survey (HBS), detailed information: Bureau of Statistics - Government of Lesotho (URL: https://catalog.ihsn.org/index.php/catalog/8294)

CSES, 2012, Cambodia Socio-Economic Survey, detailed information: National Institute of Statistics - Ministry of Planning (URL: https://nada-nis.gov.kh/index.php/catalog/17)

BMTHS, 2015, Botswana Multi-Topic Household Survey 2015-2016, detailed information: Statistics Botswana (URL: https://www.statsbots.org.bw/bmths-public-statement)

E123, 2012, ENQUETE 1 – 2 – 3, detailed information: Institut National de la Statistique – Ministère du plan et suivi de la mise en œuvre de la révolution de la modernité (URL: http://www.dial.ird.fr/enquetes-statistiques/enquetes-1-2-3)

ECAM-III, 2007, Enquête Camerounaise Auprès des Ménages, detailed information: institut National de la Statistique (INS) - Ministère de l'Economie, de la Planification et de l'Aménagement du Territoire (URL: http://catalog.ihsn.org/index.php/catalog/2256)

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ECOSIT-III, 2011, Enquête sur la Consommation des Ménages et le Secteur Informel au Tchad, detailed information: Institut National de la Statistique, des Etudes Economiques et Démographiques (INSEED) (URL: http://catalog.ihsn.org/index.php/catalog/4923)

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ECVM, 2013, Enquête sur les conditions de vie des ménages 2013-14, detailed information : Institut de statistiques et d'études économiques du Burundi (URL : https://catalog.ihsn.org/index.php/catalog/6495).

EDAM, 2017, Enquêtes Djiboutiennes Auprès des Ménages, detailed information: Direction de la Statistique et des Etudes Démographiques (DISED) (URL: https://microdata.worldbank.org/index.php/catalog/3463/related-materials)

EESIC, 2014, Enquête sur l'emploi, le secteur informel et la consommation des ménages aux Comores, detailed information: Direction Générale de la Statistique et de la prospective - Commissariat Général au Plan (URL: http://catalog.ihsn.org/index.php/catalog/6496)

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EICV, 2013, Enquête Intégrale sur les Conditions de Vie des Ménages, detailed information: National Institute of Statistics of Rwanda - Government of Rwanda (URL: https://www.statistics.gov.rw/datasource/integrated-household-living-conditions-survey-4-eicv-4)

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ENCV, 2013, Encuesta Nacional de Calidad de Vida, detailed information: Dirección de Metodología y Producción Estadística – DIMPE (URL: http://catalog.ihsn.org/index.php/catalog/5301)

ENEMPSI, 2012, Enquête nationale sur l'emploi et le secteur Informel, detailed information: Institut National de la Statistique – Instat (URL: http://www.ilo.org/surveydata/index.php/catalog/1004)

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HIES, 2009, Household Income and Expenditure Survey, detailed information: Department of National Planning - Ministry of Finance and Treasury, Maldives (URL: http://catalog.ihsn.org/index.php/catalog/2317)

HIES, 2009, Household Income and Expenditure Survey, detailed information: National Statistical Office - Government of Papua New Guinea (URL: http://catalog.ihsn.org/index.php/catalog/3243)

HIES, 2009, Household Income and Expenditure Survey, detailed information: Central Statistical Office - Government of Swaziland (URL: http://catalog.ihsn.org/index.php/catalog/4599)

HIES, 2009, Household Income and Expenditure Survey, detailed information: Statistics Department - Office of the Prime Minister, Tonga (URL: http://catalog.ihsn.org/index.php/catalog/3201)

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https://www.rand.org/labor/FLS/IFLS.html)

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IHSES, 2012, Iraq - Household Socio-Economic Survey, detailed information: Economic Research Forum - Central Statistical Organization (CSO) - Kurdistan Regional Statistics Office (KRSO) (URL: http://www.erfdataportal.com/index.php/catalog/108)

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