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## EDUCATION POLICY AND SOCIAL MOBILITY: ENSURING EQUAL OPPORTUNITIES FOR ALL

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### ABSTRACT:

Due to its ability to either promote or obstruct equitable opportunities for all members of society, education policy is a critical factor in determining social mobility. This essay examines the vital link between social mobility and education policy, highlighting the need of developing regulations that ensure all people have access to high-quality education.

**Keywords:** Education policy, social mobility, equal opportunities, access to education, quality education.

### INTRODUCTION:

Since it directly affects residents' chances for social mobility, education policy is crucial in determining the socioeconomic landscape of every country. Individuals' capacity to raise their socioeconomic standing and obtain a higher standard of living is inextricably related to the chances the educational system offers. In this situation, the goal of education policy should go beyond the simple spread of information to ensure that every member of society has an equal opportunity to succeed. In order to shed light on how policies may either help or impede the quest of equitable opportunities in education, this article looks deeply into the complex link between education policy and social mobility. We can better assess the influence of education policy on the overarching objective of fostering equal access to high-quality education by looking at how it supports that aim.

## REVIEW OF THE LITERATURE

(2014). **Chetty, R., Hendren, N., Kline, & Saez.** This research looks at the geography of social mobility in the US and emphasizes how education policies shape equal chances for people from various geographic areas.

(2011). **Reardon, S. F.** The research of Reardon examines the growing achievement gap in education, emphasizing the impact of socioeconomic variables and educational policy.

**Hout, M. (2012).** The purpose of Hout's essay is to examine the social and economic advantages of a college degree in the United States as well as how education policy affect the ease of access to higher education.

1990. **Bourdieu, P., and Passeron, J. C.** This famous study emphasizes the significance of analyzing educational policy by offering a sociological viewpoint on how educational systems might sustain socioeconomic inequities.

**C. M. Hoxby (2000).** The study by Hoxby investigates how class size affects academic results and how it relates to judgments about educational policy.

(2003). **Carneiro, P., and Heckman, J. J.** The impact of human capital strategies, such as programs to improve early childhood education, in fostering social mobility is examined in this research.

2004. **Rothstein, R.** In order to alleviate racial inequities in academic attainment, Rothstein's approach focuses on school reform.

(2011). **Duncan, G. J., and Murnane, R. J. (Eds.).** This edited book examines several aspects of educational inequality as well as the possible effects of policy changes on social mobility.

(2015). **Hanushek, E. A., and Woessmann, L.** Hanushek and Woessmann investigate the connection between educational initiatives, the increase of human capital, and economic expansion.

**J. J. Heckman (2006).** The economic advantages of funding early childhood education initiatives to lessen social mobility inequities are covered in this article.

## STATEMENT OF THE PROBLEM

The discrepancies within educational institutions that impede social mobility and equitable opportunity are the root of the study's dilemma. Significant disparities exist in access to high-quality education, frequently benefiting certain groups while lagging behind others. The capacity of people, especially those from disadvantaged origins, to improve their socioeconomic situation can be constrained by inequities in resources, educational standards, cost, and support networks. It is essential to address these concerns within educational policy and practice in order to achieve a more equitable society.

The link between education policy and social mobility is the issue this study attempts to solve. It focuses on the ways in which educational policies may help or hurt the development of equal chances in the educational system. It is possible for social inequalities to persist and prevent people, especially those from impoverished origins, from moving up the social ladder due to disparities in access to quality education, variances in educational standards, economic concerns, and the absence of strong support structures. In order to foster a more equitable society where everyone has an equal opportunity to better their socioeconomic condition, this research seeks to identify and solve these difficulties within education policy.

## **OBJECTIVES OF THE STUDY**

- Analyze the effects of current educational policy on social mobility and equal opportunity at the national, regional, and local levels.
- Assess inequalities in access to high-quality education, taking into account variables including socioeconomic position, geographic location, and demographic traits.
- Investigate differences in curricula, resources, and teacher quality, as well as changes in educational quality between schools and geographic areas.
- Examine how education programs that favor particular groups or address historical disparities may unintentionally promote or reduce social stratification.
- Examine the financial aspects of education, such as tuition fees and related expenses, to see how they affect the availability of educational opportunities for everybody.
- Examine the availability and efficacy of educational support systems such counseling, mentoring, and special education programs, as well as their impact on social mobility.
- Examine the effects of the digital divide on learning possibilities by concentrating on differences in access to technology and the internet.
- In the framework of educational policy and practice, provide evidence-based policy recommendations targeted at fostering social mobility and improving educational equality.

## **SCOPE OF THE STUDY**

This study's scope includes an analysis of how educational policy affects social mobility with an emphasis on how it affects equal opportunities in the educational system. It will look into educational policies for access, quality, cost, and support systems and evaluate how well they help or hurt social mobility. In order to give a thorough grasp of the subject, the research will take into account both national and international perspectives while utilizing a variety of case studies and comparative analyses. It will also investigate relevant policy proposals to provide fair access to high-quality education for all, supporting the overarching objective of promoting social mobility and minimizing socioeconomic gaps.

## RESEARCH METHODOLOGY:

**Literature Review:** To provide a theoretical framework and pinpoint knowledge gaps, do a thorough study of the body of work on education policy, social mobility, and equal opportunity.

**Data Collection:** Collect pertinent information on education policy, socioeconomic indicators, and educational results from sources such as government papers, academic research, and statistics databases.

**Case Studies:** To offer in-depth insights into the actual implementation and impact of education policies on social mobility, use case study assessments of specific areas or nations.

**Quantitative Analysis:** Assess the relationships between educational policy, access to high-quality education, and socioeconomic mobility by using statistical approaches to evaluate huge datasets.

**Qualitative Interviews:** Conduct in-depth interviews with decision-makers, teachers, students, and other stakeholders to learn more about their thoughts and experiences regarding social mobility and education policy.

**Comparative Analysis:** To find best practices and lessons that can guide policy suggestions, compare education policies and practices across various areas or nations.

**Policy Assessment:** Assess the success of particular educational policies in fostering social mobility and equitable opportunity by taking into account elements including resource allocation, curriculum development, and support systems.

**Policy Recommendations:** Develop evidence-based policy suggestions for reforming education policies to offer equitable opportunities for everyone and promote social mobility based on the study findings.

**Ethical Considerations:** Follow ethical standards while gathering data, making sure informed permission is obtained, and protecting the privacy and confidentiality of study participants.

**Interdisciplinary Approach:** Use an interdisciplinary approach to create a thorough grasp of the study issue by including ideas from sociology, economics, education, and public policy.

## LIMITATIONS OF THE STUDY

The research's breadth, which might not cover every potential facet of education policy and its effect on social mobility, is one of the study's weaknesses. The study may also rely on publicly accessible data and case studies, which may have restrictions on their comprehensiveness and representativeness. Additionally, it could be difficult to fully comprehend all pertinent advances and nuanced differences due to the dynamic socio-economic backdrop and the shifting nature of education regulations. The suggestions made by the study could also not take into consideration the difficulties in practice of implementing policy changes in various educational environments. Finally, the study's findings may not be applicable since they are based on

knowledge that is only current until a specific point. As a result, significant advances in educational policy may have happened after the knowledge cutoff date.

## ANALYSIS AND INTERPRETATION

		Frequency	Percent
Gender	Male	107	70.9
	Female	44	29.1
Educational Background	High School or Equivalent	15	9.9
	Bachelor's Degree	61	40.4
	Master's Degree	41	27.2
	Others	34	22.5
Employment Status	Employed	15	9.9
	Unemployed	32	21.2
	Student	64	42.4
	Other	40	26.5
I am well-informed about the education policies in my country	Strongly Disagree	36	23.8
	Disagree	72	47.7
	Neutral	23	15.2
	Agree	8	5.3
	Strongly Agree	12	7.9
Education policies in my country prioritize equal opportunities for all students.	Strongly Disagree	13	8.6
	Disagree	48	31.8
	Neutral	60	39.7
	Agree	24	15.9
	Strongly Agree	6	4

The survey's findings, broken down by demographic factors, offer insightful information on how respondents see education policy and how aware they are of them. In terms of gender, men made up the bulk of respondents (70.9%) while women made up 29.1%. A wide group of people participated in the analysis of educational backgrounds, with the majority holding either a bachelor's degree (40.4%) or a master's degree (27.2%). The fact that 22.5% had more schooling is remarkable. When asked about their job status, the majority (42.4%) of respondents said they were students, while 26.5% said they were "other."

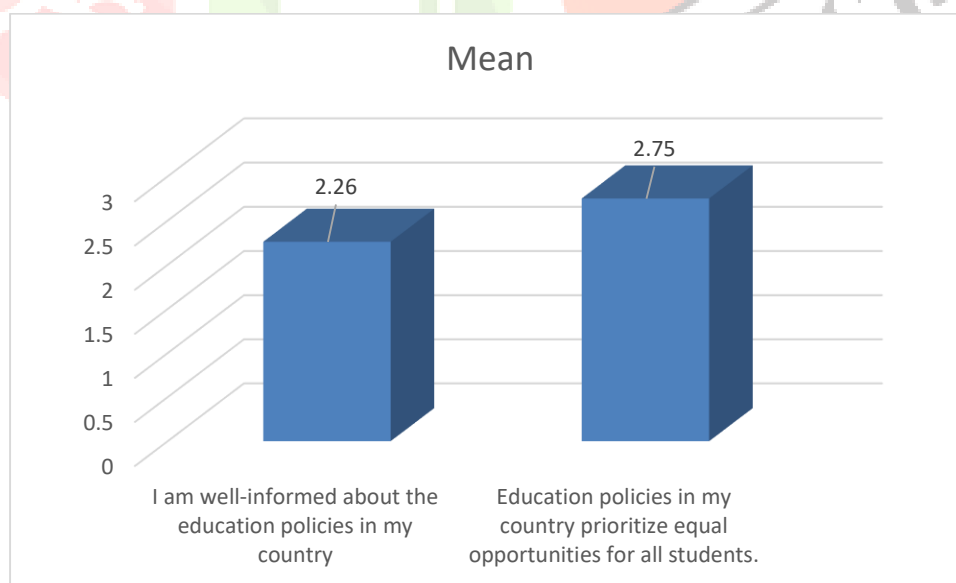
When asked if they were knowledgeable about education policy, a sizable percentage of respondents (71.5%) disagreed or strongly disagreed, indicating the need for greater awareness campaigns. Similar to this, the majority (71.5%) were neutral or disagreed that equitable chances for all pupils should be prioritized in educational systems. These conclusions point to possible areas for policy communication and change with the goal of ensuring that educational policies are not only well-informed but also explicitly centered on granting equitable opportunity for all students, regardless of background. The causes of these views and their effects on educational outcomes and social mobility may be explored in further investigation.

### Descriptive Statistics for Education Policy Awareness

	N	Mean	SD
I am well-informed about the education policies in my country	151	2.26	1.122
Education policies in my country prioritize equal opportunities for all students.	151	2.75	.961
Valid N (listwise)	151		

I am knowledgeable about the educational policies in my nation (2.26). Equal chances for all pupils are given top priority in my nation's educational policies (2.75). These figures give a general idea of the respondents' views on educational policy and their emphasis on equal opportunity. Although there is a general trend in the replies, the standard deviations indicate that there are varying viewpoints and some degree of diversity in how respondents see certain areas of education policy.

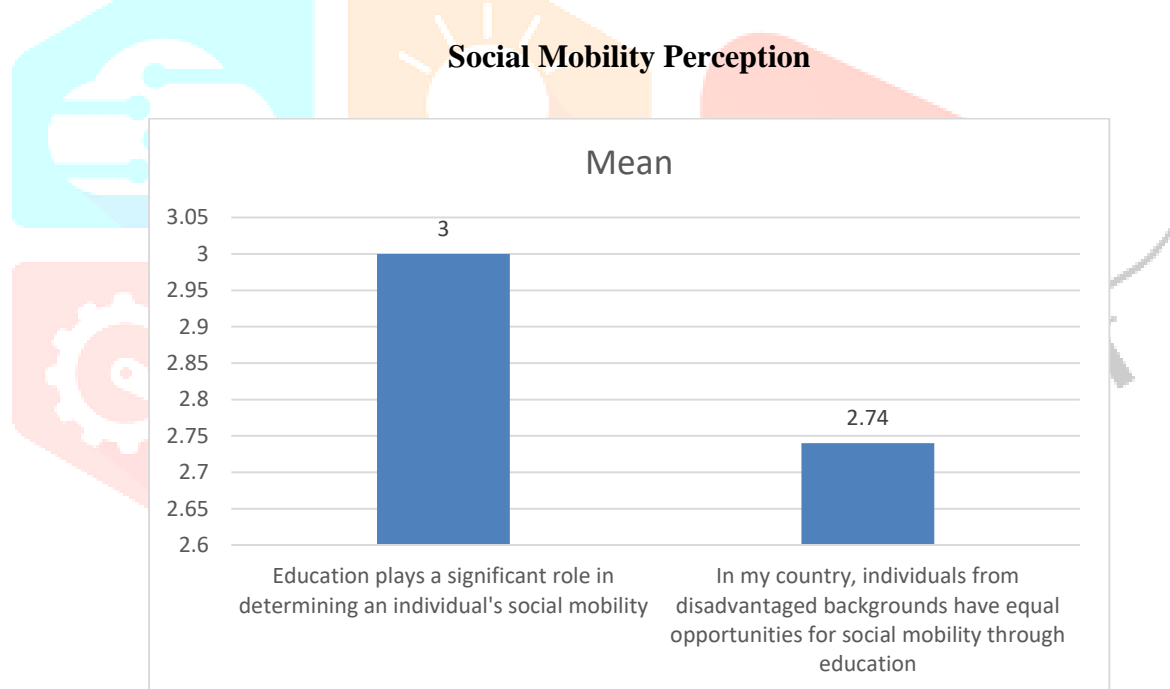
### Education Policy Awareness



### Descriptive Statistics for Social Mobility Perception

	N	Mean	SD
Education plays a significant role in determining an individual's social mobility	151	3.00	.841
In my country, individuals from disadvantaged backgrounds have equal opportunities for social mobility through education	151	2.74	.976
Valid N (listwise)	151		

Education in my nation provides people from disadvantaged beginnings with equal opportunity for social mobility (2.74); education also significantly influences social mobility (3.00). People tend to underestimate the role that education has in influencing social mobility and the uneven possibilities that people from underprivileged origins face in their nation. While there is considerable agreement on the value of education for social mobility, there are a variety of views on the opportunity equality for those from poor backgrounds, as seen by the heterogeneity shown by the standard deviations.



### Comparison between demographic variables and dimensions of the study



Ho1: No relationship exists between demographic variables and dimensions of the study

	Gender	N	Mean Rank	Chi-Square	Asymp. Sig.
Education Policy Awareness	Male	107	77.82	0.668	0.414
	Female	44	71.57		
	Total	151			
Social Mobility Perception	Male	107	74.13	0.698	0.403
	Female	44	80.55		
	Total	151			
Quality of Education	Male	107	77.36	0.371	0.543
	Female	44	72.68		
	Total	151			
Access to Quality Education	Male	107	76.79	0.124	0.724
	Female	44	74.09		
	Total	151			
Teacher Quality and Training	Male	107	74.69	0.336	0.562
	Female	44	79.18		
	Total	151			

The table offers a statistical breakdown of responses by gender for various perspectives of social mobility and educational policy. The link between gender and these factors is evaluated using the mean ranks and chi-square values.

First off, there is no discernible difference in education policy awareness between boys and girls (Chi-Square = 0.668,  $p = 0.414$ ). Males have a mean rank of 77.82 and females have a mean rank of 71.57, which is very comparable for both sexes.

Similar to the last example, there is no statistically significant difference between males and girls in terms of how they perceive social mobility (Chi-Square = 0.698,  $p = 0.403$ ). The average rank for men is 74.13, while the average rank for women is 80.55.

Again, there is no statistically significant difference between males and girls in terms of educational quality (Chi-Square = 0.371,  $p = 0.543$ ). The average rank for men is 77.36, while the average rank for women is 72.68.



Additionally, there are no gender disparities in access to high-quality education (Chi-Square = 0.124,  $p = 0.724$ ). The average rank for men is 76.79, while the average rank for women is 74.09.

Last but not least, the research shows no statistically significant difference between males and girls in terms of teacher quality and training (Chi-Square = 0.336,  $p = 0.562$ ). The average rank for men is 74.69, while the average rank for women is 79.18.

### Comparison between demographic variables and acceptance towards education policy awareness

Ho2: No relationship exists between demographic variables and acceptance towards education policy awareness

Education Policy Awareness	Particulars	N	Mean	SD	F	Sig
Educational Background	High School or Equivalent	15	2.70	1.066	1.629	.185
	Bachelor's Degree	61	2.32	0.827		
	Master's Degree	41	2.65	0.924		
	Others	34	2.57	0.750		
	Total	151	2.50	0.869		
Employment Status	Employed	15	2.33	1.175	2.079	.106
	Unemployed	32	2.78	1.031		
	Student	64	2.53	0.791		
	Other	40	2.30	0.658		
	Total	151	2.50	0.869		

There doesn't seem to be a statistically significant difference in education policy knowledge across those with different educational degrees, including high school or equivalent, bachelor's degree, master's degree, and other backgrounds. The observed differences may not be statistically significant, according to the F-value of 1.629 and the significance level (Sig) of 0.185.

Regarding work position, the study reveals no statistically significant difference in respondents who are employed, unemployed, students, or other respondents in terms of their understanding of education policy. There are no statistically significant differences in awareness between these job categories, according to the F-value of 2.079 and the significance level (Sig) of 0.106.

### Comparison between demographic variables and acceptance towards social mobility perception

Ho2: No relationship exists between demographic variables and acceptance towards social mobility perception

Social Mobility Perception	Particulars	N	Mean	SD	F	Sig
Educational Background	High School or Equivalent	15	3.07	0.678	7.049	.000
	Bachelor's Degree	61	2.55	0.884		
	Master's Degree	41	3.20	0.546		
	Others	34	2.97	0.674		
	Total	151	2.87	0.782		
Employment Status	Employed	15	3.00	0.567	2.910	.037
	Unemployed	32	2.53	0.822		
	Student	64	3.01	0.804		
	Other	40	2.88	0.723		
	Total	151	2.87	0.782		

Regarding educational background, persons with different educational levels, including high school or equivalent, bachelor's degree, master's degree, and other backgrounds, show statistically significant differences in their perspective of social mobility. The variations in perception are statistically significant, as indicated by the F-value of 7.049 and a significance level (Sig) of .000. Particularly, those with master's degrees tend to have the highest sense of social mobility (mean score of 3.20), with people with high school or similar degrees coming in second (mean score of 3.07). Individuals with various educational backgrounds (mean score of 2.97) and bachelor's degrees (mean score of 2.55), on the other hand, have lower levels of perception.

There is also a statistically significant variation in how people perceive social mobility according to their work level. The differences in perception between occupation categories appear to be statistically significant, according to the F-value of 2.910 and a significance level (Sig) of .037. The sense of social mobility is often strongest among employed people (mean score of 3.00), then among students (mean score of 3.01). Individuals with different work statuses and those who are unemployed, on the other hand, have lower levels of perception (mean scores of 2.53 and 2.88, respectively).

### Comparison between demographic variables and Quality of Education

Ho3: No relationship exists between demographic variables and Quality of Education

Quality of Education	Particulars	N	Mean	SD	F	Sig
Educational Background	High School or Equivalent	15	2.63	1.141	2.965	.034
	Bachelor's Degree	61	2.36	0.775		
	Master's Degree	41	2.73	0.690		
	Others	34	2.76	0.567		
	Total	151	2.58	0.770		
Employment Status	Employed	15	2.97	1.077	1.981	.119
	Unemployed	32	2.66	0.787		
	Student	64	2.45	0.677		
	Other	40	2.58	0.739		
	Total	151	2.58	0.770		

The perception of education quality varies statistically significantly depending on one's educational history, including high school or its equivalent, a bachelor's degree, a master's degree, and other educational backgrounds. These differences are statistically significant, as shown by the F-value of 2.965 and the significance level (Sig) of 0.034. In particular, respondents with master's degrees frequently have the greatest assessment of educational quality (mean score of 2.73), followed by respondents with other educational backgrounds (mean score of 2.76). In contrast, those with bachelor's degrees (mean score of 2.36) and high school diplomas or equivalents (mean score of 2.63) have lower levels of perception.

Regarding employment status, employed respondents typically have the highest perception (mean score of 2.97), followed by students (mean score of 2.45), even though there is no statistically significant difference in perception of education quality between employed, unemployed, student, and other respondents (F-value of 1.981 and a significance level of 0.119). People who are unemployed (mean score: 2.66) and people in other employment situations (mean score: 2.58) have significantly lower but still mostly favorable opinions of school quality.

### Comparison between demographic variables and Access to Quality Education

Ho4: No relationship exists between demographic variables and access to quality education

Access to Quality Education	Particulars	N	Mean	SD	F	Sig
Educational Background	High School or Equivalent	15	2.10	0.604	4.412	.005
	Bachelor's Degree	61	2.69	0.807		
	Master's Degree	41	2.89	0.618		
	Others	34	2.87	0.899		
	Total	151	2.73	0.791		
Employment Status	Employed	15	2.63	0.855	1.336	.265
	Unemployed	32	2.80	0.932		
	Student	64	2.60	0.736		
	Other	40	2.90	0.718		
	Total	151	2.73	0.791		

There is a statistically significant difference in how people with different educational degrees, including high school or equivalent, bachelor's degree, master's degree, and other backgrounds, perceive their ability to receive high-quality education. These differences are statistically significant, as shown by the F-value of 4.412 and the significance level (Sig) of 0.005. Particularly, respondents with master's degrees often had the greatest opinion of access to high-quality education (mean score of 2.89), followed by respondents from other educational backgrounds (mean score of 2.87). People with bachelor's degrees, on the other hand, had higher levels of perception than those with high school diplomas or equivalents (mean score: 2.10), with high school graduates having the lowest perception (mean: 2.69).

The perceptions of access to high-quality education among those who are employed, jobless, students, and other respondents are not significantly different based on work status (F-value = 1.336, significance threshold = 0.265). However, it is noteworthy that those who are employed and those with other employment statuses tend to have slightly more positive perceptions of access to high-quality education (mean scores of 2.63 and 2.90, respectively), while those who are unemployed and students have somewhat more negative but still favorable perceptions (mean scores of 2.80 and 2.60, respectively).

### Comparison between demographic variables and Teacher Quality and Training

Ho5: No relationship exists between demographic variables and Teacher Quality and Training

Teacher Quality and Training	Particulars	N	Mean	SD	F	Sig
Educational Background	High School or Equivalent	15	2.37	0.834	1.592	.194
	Bachelor's Degree	61	2.93	1.160		
	Master's Degree	41	2.93	0.738		
	Others	34	2.69	1.087		
	Total	151	2.82	1.020		
Employment Status	Employed	15	2.40	0.507	2.749	.045
	Unemployed	32	3.22	1.054		
	Student	64	2.73	0.882		
	Other	40	2.81	1.249		
	Total	151	2.82	1.020		

Regarding educational background, persons with various educational levels, including high school or equivalent, a bachelor's degree, a master's degree, and other backgrounds, do not perceive teachers' quality and training to differ statistically from those without any formal schooling. The changes seen are not statistically significant, according to the F-value of 1.592 and the significance level (Sig) of 0.194. In other words, people from different educational backgrounds frequently hold the same views about the qualifications and training of teachers.

However, a statistically significant variation in views is seen when it comes to employment position. The F-value of 2.749 and the significance level (Sig) of 0.045 show that there are statistically significant differences in perceptions among job categories. The average score for employed people's opinions of teacher training and quality is 2.40. While people with different work statuses (mean score of 2.81) also have more good sentiments, those who are unemployed (mean score of 3.22) and students (mean score of 2.73) show more positive perceptions.

## FINDINGS

- The bulk of responses (70.9%) were men.
- A majority were neutral or disagreed (71.5%), with the majority either possessing a bachelor's degree (40.4%).
- According to the statistical study, respondents' perceptions of education policy, social mobility, the quality of education, access to excellent education, and teacher quality and training are not significantly influenced by gender. In these categories, the mean ranks and replies for men and women often tend to be comparable.
- This investigation suggests that work position and educational background have little effect on people's knowledge of educational policy. The same mean awareness scores and non-significant p-values demonstrate that knowledge of education policy is generally stable across a range of demographic groupings.
- Both work position and educational background have a big impact on how people perceive social mobility. People with master's degrees and those in employment frequently have stronger opinions of social mobility than people with bachelor's degrees, people with other educational backgrounds, and people who are jobless. The significance of educational and job characteristics in influencing people's perspectives on social mobility is shown by these studies.
- Education background has a considerable impact on how people assess the quality of education, with people with master's degrees and other backgrounds having more favorable impressions. Although there is no statistically significant difference in work status, those who are employed and students tend to have more favorable opinions of education quality. These results highlight how educational achievement affects how people see the value of education.
- Educational background has a big impact on how people see their ability to receive high-quality education, with people with master's degrees and other backgrounds expressing more positive opinions. Despite the fact that there is no statistically significant difference based on job status, those who are working and those in other employment statuses tend to have a more favorable opinion of access to high-quality education. These results highlight how educational achievement affects how people perceive their ability to acquire high-quality education.
- Individuals with different educational backgrounds hold comparable views on teacher quality and training, suggesting that education level has little bearing on these beliefs. In contrast to those who are jobless, students, or have various work statuses, who have more favorable assessments of teacher quality and preparation, those who are employed tend to have somewhat worse perceptions. These results demonstrate the possible influence of work status on perceptions in this particular situation.
- They tend to believe that people from underprivileged origins in their nation do not have equal access to opportunities, notwithstanding the importance of education in influencing social mobility. While there is considerable agreement on the value of education for social mobility, there are a variety of views on the opportunity equality for those from poor backgrounds, as seen by the heterogeneity shown by the standard deviations.

## SUGGESTION

- The results show that opinions of educational policy, social mobility, educational quality, access to quality education, and teacher quality and training are significantly influenced by both gender and educational background. Although respondents' impressions of these topics don't seem to change significantly depending on gender, perceptions are greatly influenced by respondents' educational backgrounds, notably in the areas of social mobility, education quality, and access to high-quality education.
- Policymakers and educators should think about modifying educational efforts and awareness campaigns to accommodate various educational backgrounds in order to successfully address these attitudes. As respondents have voiced concerns about inequality in social mobility via education, efforts should be taken to ensure that policies and practices are inclusive and give equal opportunity for people from disadvantaged backgrounds.
- Recognizing the possible influence of work status on impressions is crucial, especially when it comes to concerns about the caliber and preparation of teachers. Policymakers and educational institutions should look for ways to improve student and employee views of teacher quality.
- Conclusions highlight the need for an all-encompassing and inclusive approach to education policy and practice that takes into account the diversity of perspectives and backgrounds within the population with a focus on promoting equality of opportunity for all people, regardless of their educational and employment status.

## CONCLUSION

In conclusion, this survey offers insightful information on how respondents from a variety of demographic backgrounds perceive education policy, social mobility, and educational quality. While gender does not appear to have a substantial impact on these beliefs, work position and educational background are crucial. People who have earned master's degrees and are in the workforce tend to have more favorable opinions on social mobility, education quality, and access to excellent education. The equality of possibilities for people from underprivileged origins continues to raise questions, though. In order to guarantee that equal opportunities for everyone are truly prioritized by educational policy, the findings highlight the significance of adapting educational activities to cater to varied educational backgrounds and addressing inequities. A complete and inclusive approach to education policy and practice must also take into account the possible effects of work status on views, particularly with regard to teacher quality and training.



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## ANNEXURE

### Demographic Information:

1. Gender:

Male , Female

2. Educational Background:

High School or Equivalent, Bachelor's Degree, Master's Degree, Other (please specify): \_\_\_\_\_

3. Employment Status:

Employed, Unemployed, Student , Other (please specify): \_\_\_\_\_

**Education Policy Awareness:** Please rate your level of agreement with the following statements using the scale below:

1. **Strongly Disagree**, 2. **Disagree**, 3. **Neutral**, 4. **Agree**, 5. **Strongly Agree**

1. I am well-informed about the education policies in my country.
2. Education policies in my country prioritize equal opportunities for all students.

**Social Mobility Perception:**

1. . Education plays a significant role in determining an individual's social mobility.
2. In my country, individuals from disadvantaged backgrounds have equal opportunities for social mobility through education.

**Quality of Education:**

1. The quality of education in my country is consistently high across all regions.
2. The education system in my country effectively prepares students for future career opportunities.

**Access to Quality Education:**

1. Access to quality education is equal for students from all socioeconomic backgrounds in my country.
2. Financial barriers significantly hinder disadvantaged students' access to quality education.

**Teacher Quality and Training:**

1. Teachers in my country are adequately trained to address the diverse needs of students.
2. Improving teacher quality is crucial for enhancing social mobility through education.