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Summary

What is the relationship between educational advancement and social background? Which traditional knowledge and family dynamics have an enabling or hindering effect on the process of educational advancement? And which coping strategies are developed by educational climbers and their parents? The author answers these questions with a biography-theoretical multigenerational study. She reconstructs the complex interplay of social conditions for success, orientation structures and family dynamics in families in which the children experience the overcome of the phenomenon of so-called 'educational inheritance'. It turns out that educational advancement always takes place between detachment from the family and attachment to the milieu of origin, and that it is a socialization process in alternative social realities. Depending on how the familial figuration is shaped, this becomes a circumstance that requires biographical and also familial processing.