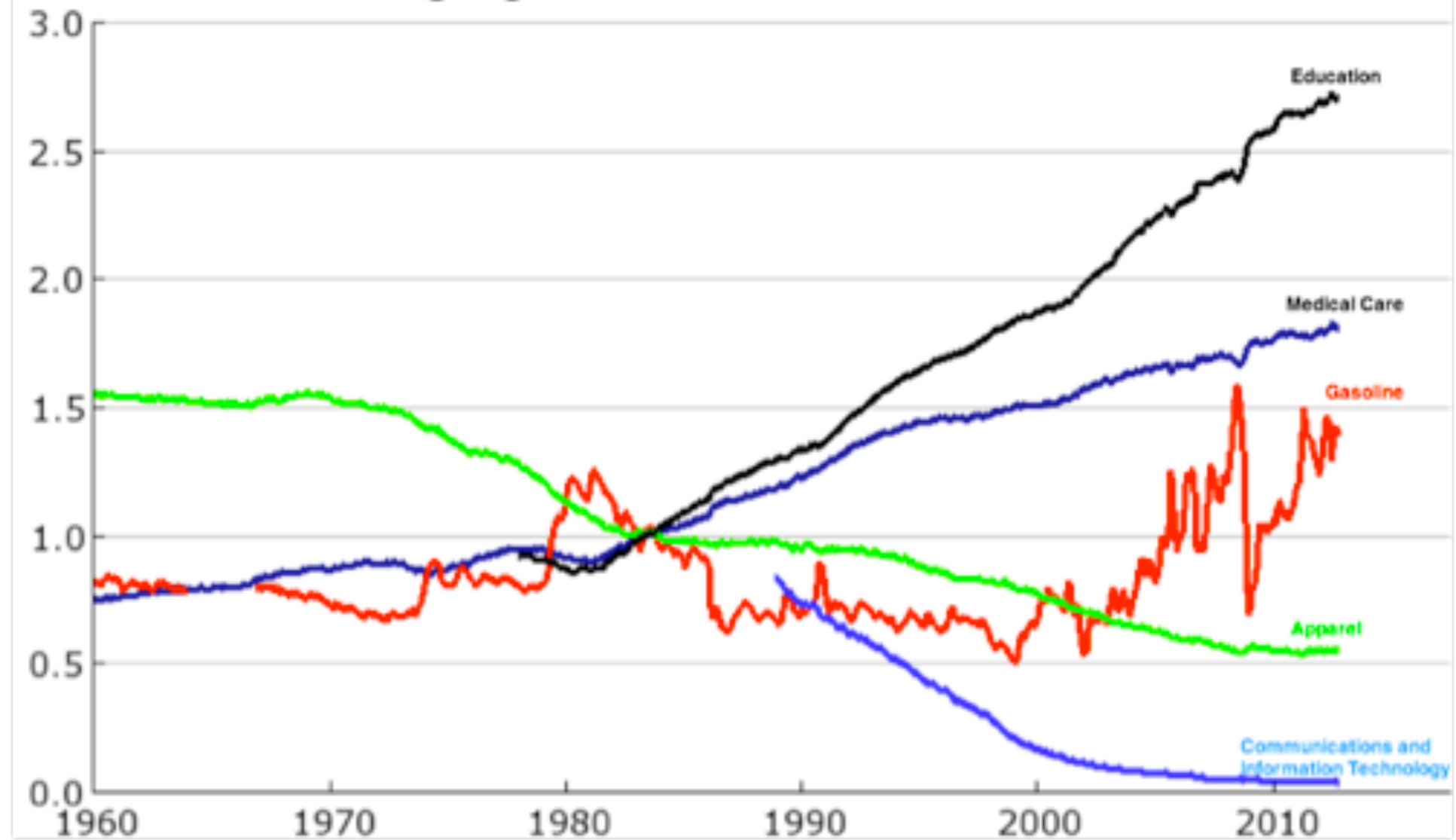


## The Changing Structure of Prices since 1960



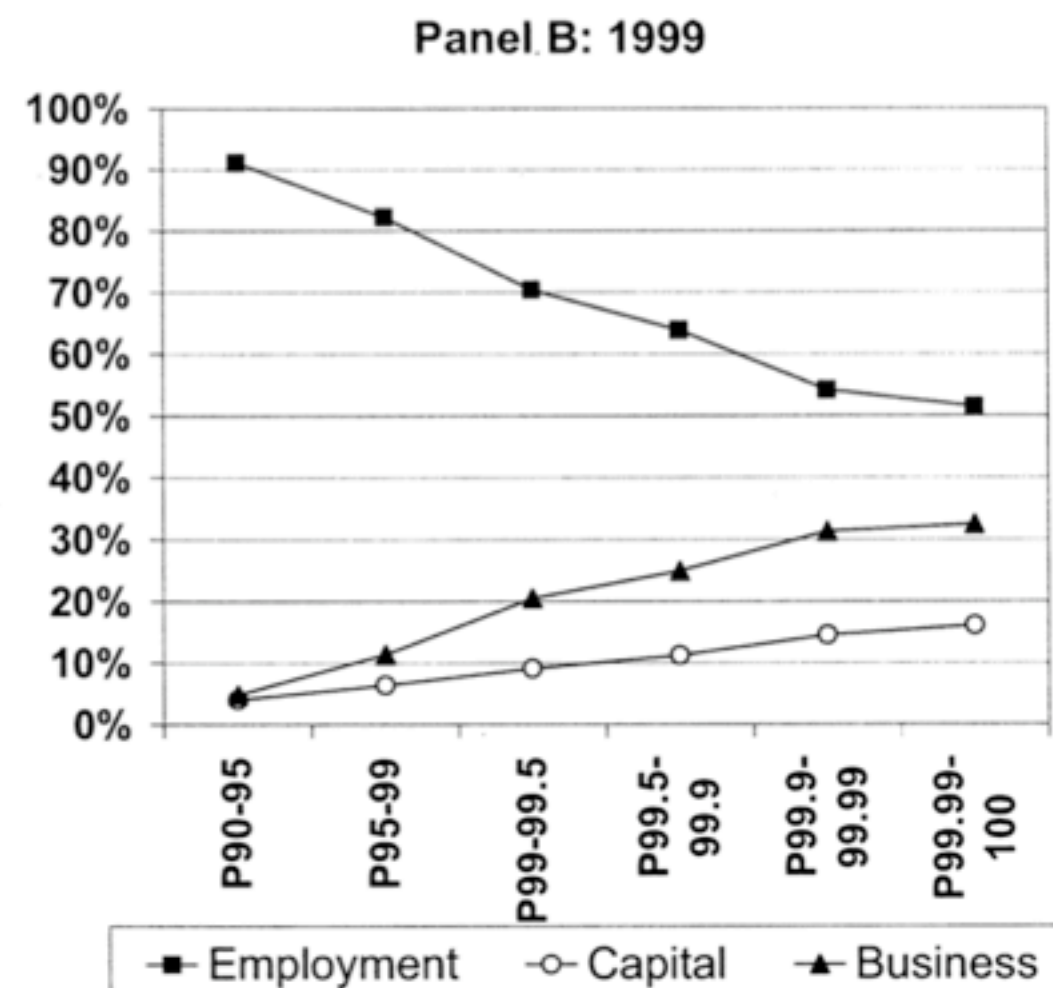
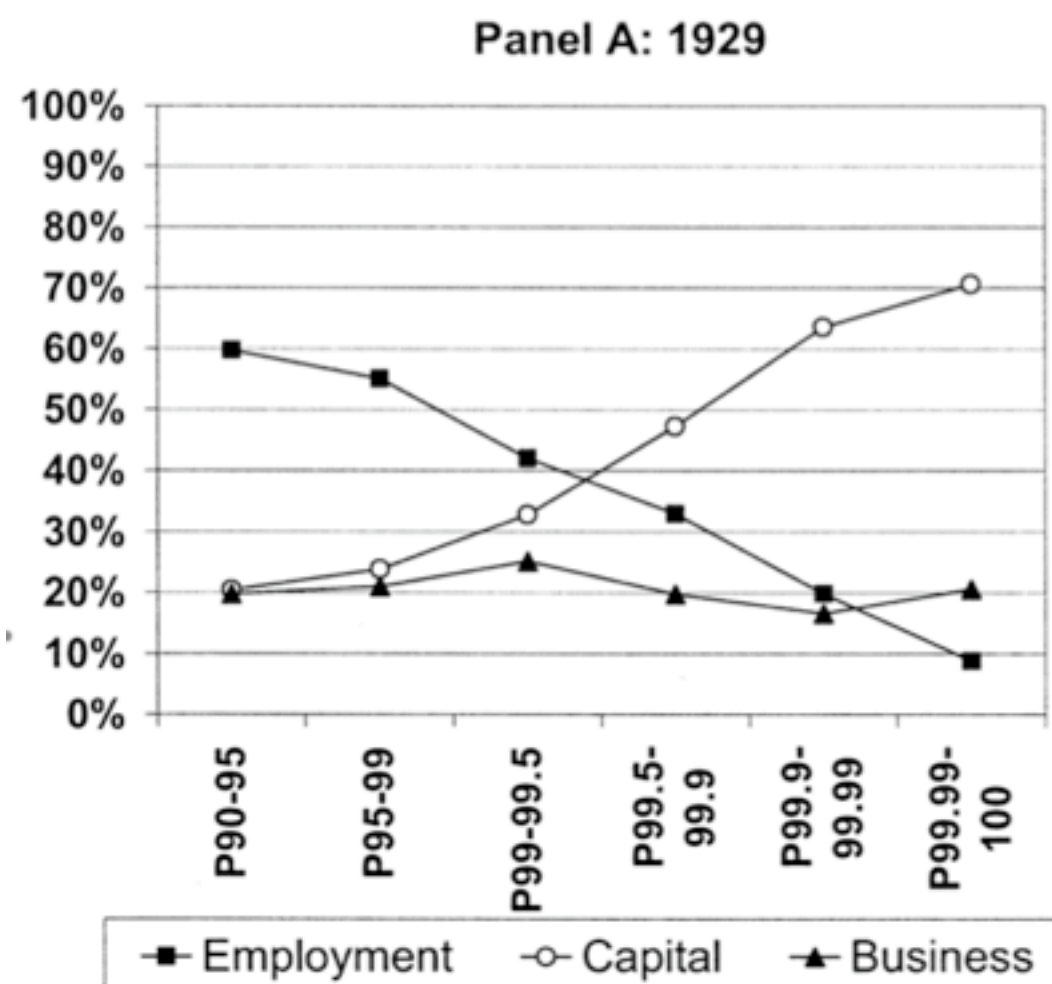


FIGURE 4. Income composition of top groups within the top decile in 1929 and 1999 in the United States. Source Note: Capital income does not include capital gains. Source: Piketty and Saez (2003), Table A4, rows 1929 and 1999.

Socialisation, Education,  
Instruction and Training.

churches, unions, corporations...

Families, communities, peers, friends, colleagues...

# Why?

- The Economy needs it  
(Different skills)
- The State needs it  
(Identity, Legitimation)
- Protestants.

Credentialism

Positional good

Credential  
/ Grade Inflation

School system:  
vertical / horizontal  
differentiation



Selection ->  
Stratification?



Selection vs. (deficit of)  
Socialization

-> Homogamy.

# Stratification

- Is secondary education discriminant?
- When?
- How much?

Hauptschule / Realschule / Gymnasium

vs.

High school  
(Informal selection)

Standardization vs. Non-standardization

-

Centralization vs. Decentralization

# How to explain school attendance

- Institutional aspects
- Right to education laws
- Labour markets

Selection:

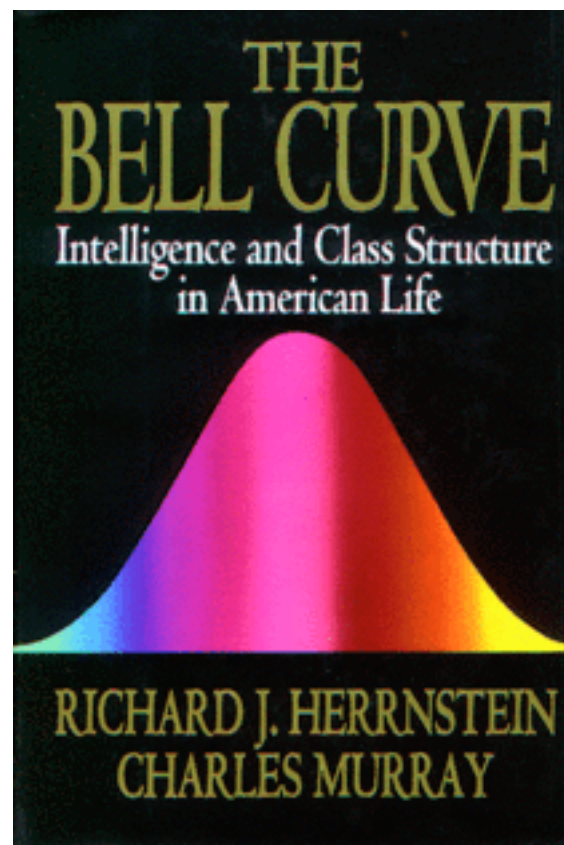
Abilities vs. Material resources



# Abilities

Cognitive resources

(Jensen 1972; Herrnstein & Murray 1994)



No relationship between IQ and professional success

(Jencks 1979; Bowles & Gintis 1976)

Cultural deprivation theories:

- Cultural capital (Bourdieu)
- Linguistic codes (Bernstein 1971)

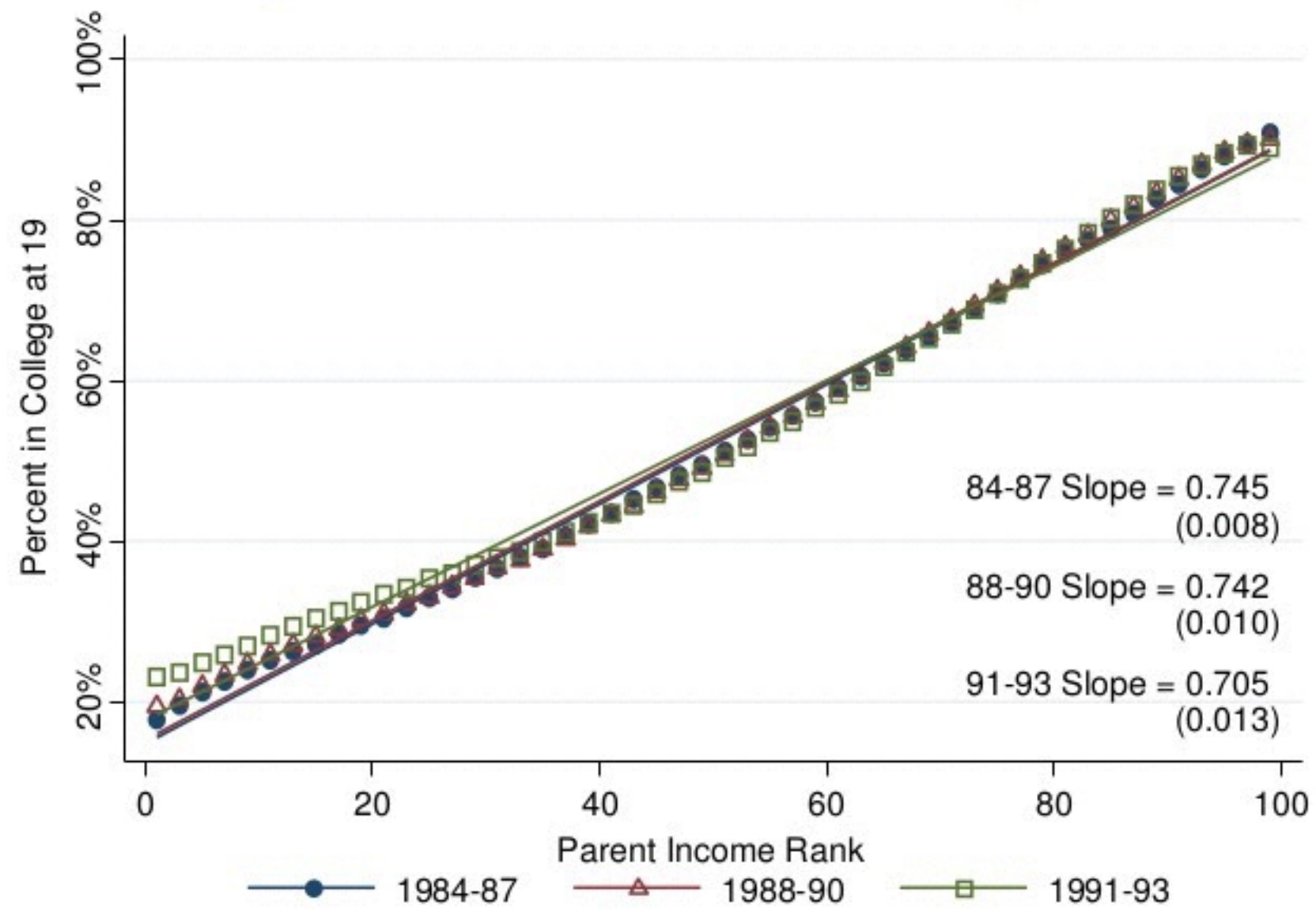


# Rational Choice Theory (RCT)



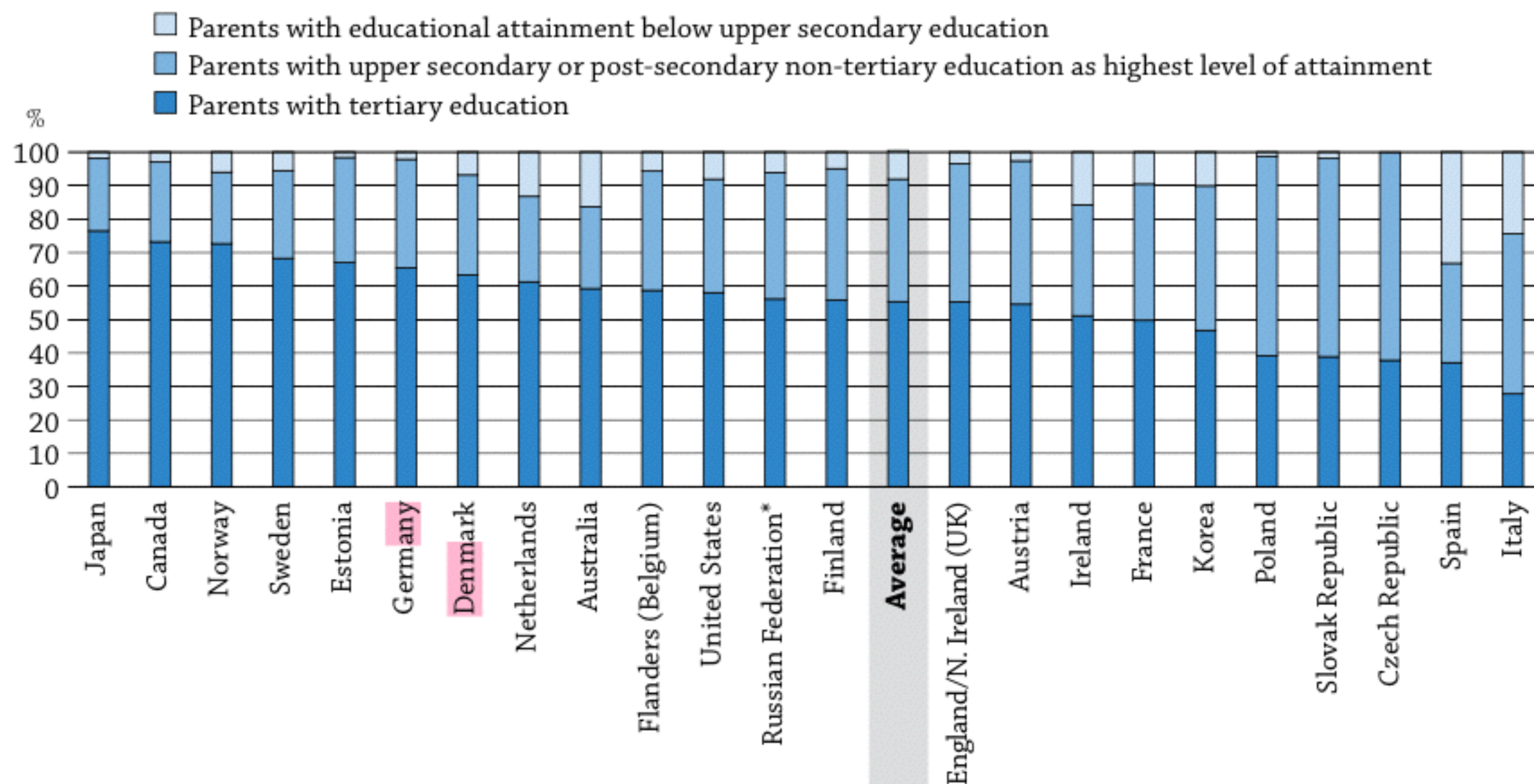
Risk aversion of the poor.

College Attendance Rates vs. Parent Income Rank by Cohort






**Chart A4.1. Percentage of 20-34 year-olds in tertiary education, by parents' educational attainment (2012)**



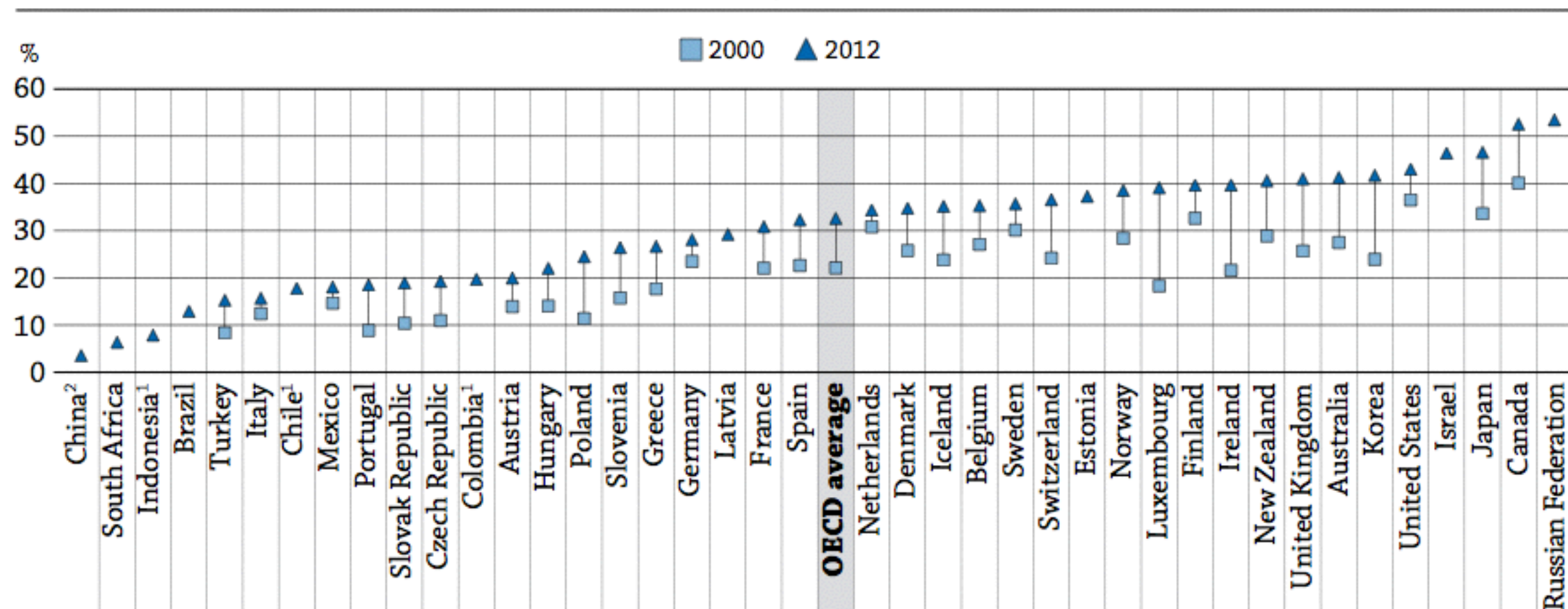
\* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in descending order of the participation in tertiary education of 20-34 year-olds that have parents with tertiary attainment.

**Source:** OECD. Table A4.1a. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933115635>

**Chart A1.1. Percentage of tertiary-educated adults in 2000 and 2012**  
25-64 year-olds




1. Year of reference 2011.

2. Year of reference 2010.

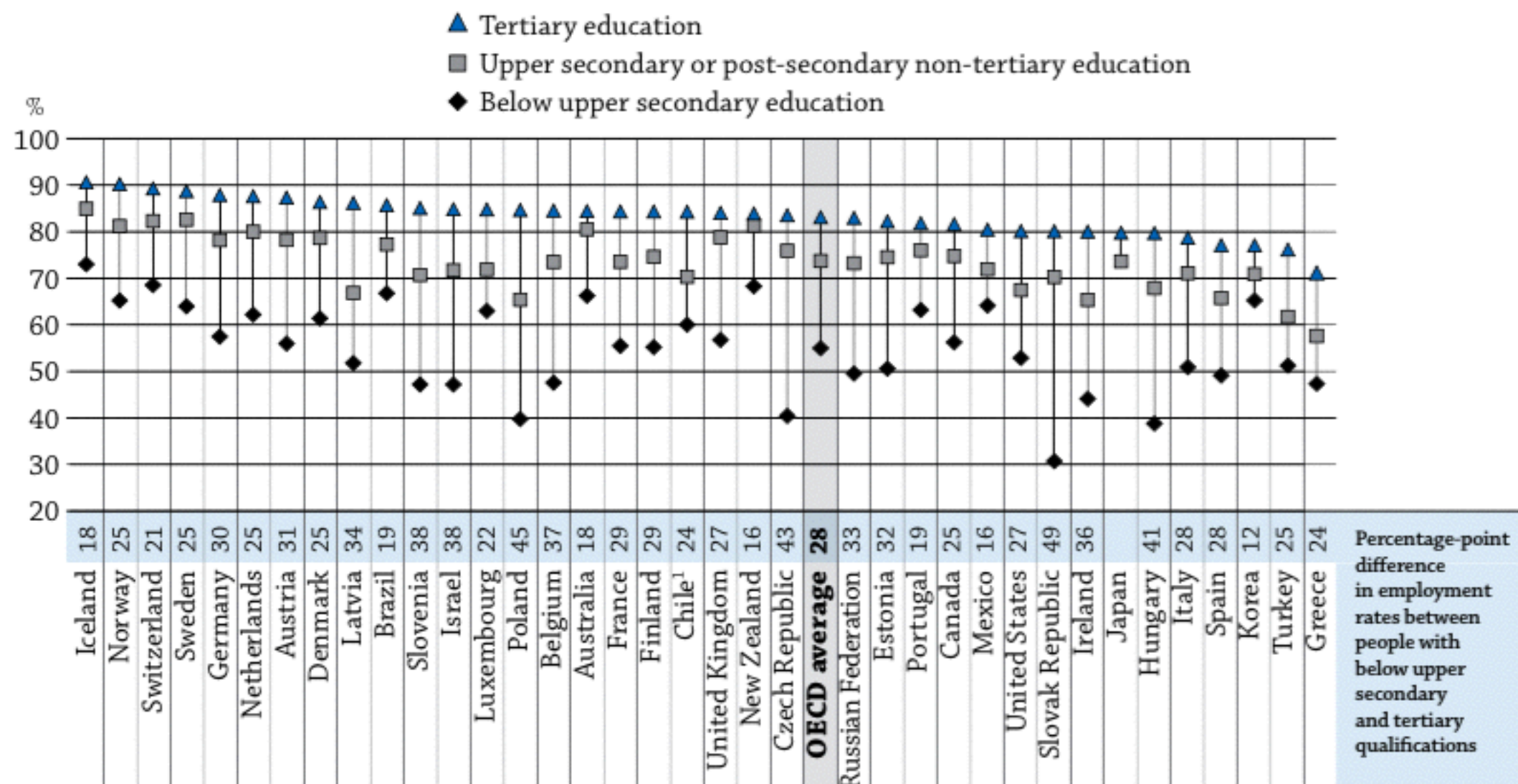
Countries are ranked in ascending order of the percentage of 25-64 year-olds who have attained tertiary education in 2012 (or latest available year).

**Source:** OECD. Table A1.4a. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933114951>




**Chart A5.1. Employment rates among 25-64 year-olds, by educational attainment (2012)**



1. Year of reference 2011.

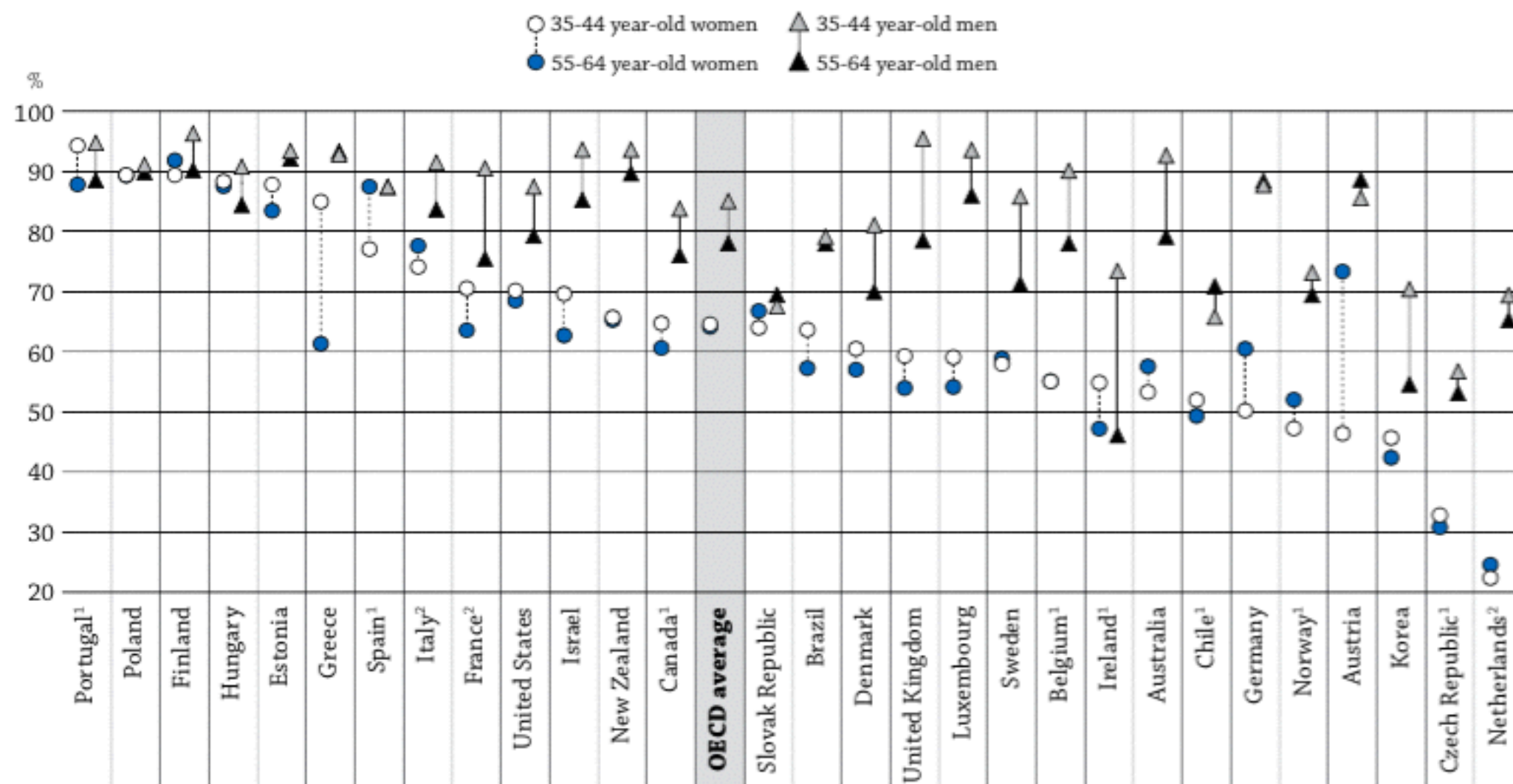
Countries are ranked in descending order of the employment rate of tertiary-educated 25-64 year-olds.

**Source:** OECD. Table A5.3a. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933115958>

**Chart A5.3. Tertiary-educated workers, by gender and age group (2012)**

*Percentage of full-time, full-year earners*




1. Year of reference 2011.

2. Year of reference 2010.

Countries are ranked in descending order of the proportion of full-time earners among tertiary-educated 35-44 year-old women.

**Source:** OECD. Table A5.6. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933115996>

Many students, especially those who are poor, intuitively know what the schools do for them. **They school them to confuse process and substance.** Once these become blurred, a new logic is assumed: the more treatment there is, the better are the results; or, escalation leads to success. The pupil is thereby “schooled” to confuse teaching with learning, grade advancement with education, **a diploma with competence**, and fluency with the ability to say something new.

His imagination is “schooled” to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, the rat race for productive work. Health, learning, dignity, independence, and creative endeavour are defined as little more than the performance of the institutions which claim to serve these ends, and their improvement is made to depend on allocating more resources to the management of hospitals, schools, and other agencies in question.

**Ivan Illich** *Deschooling Society* (1973: 9)