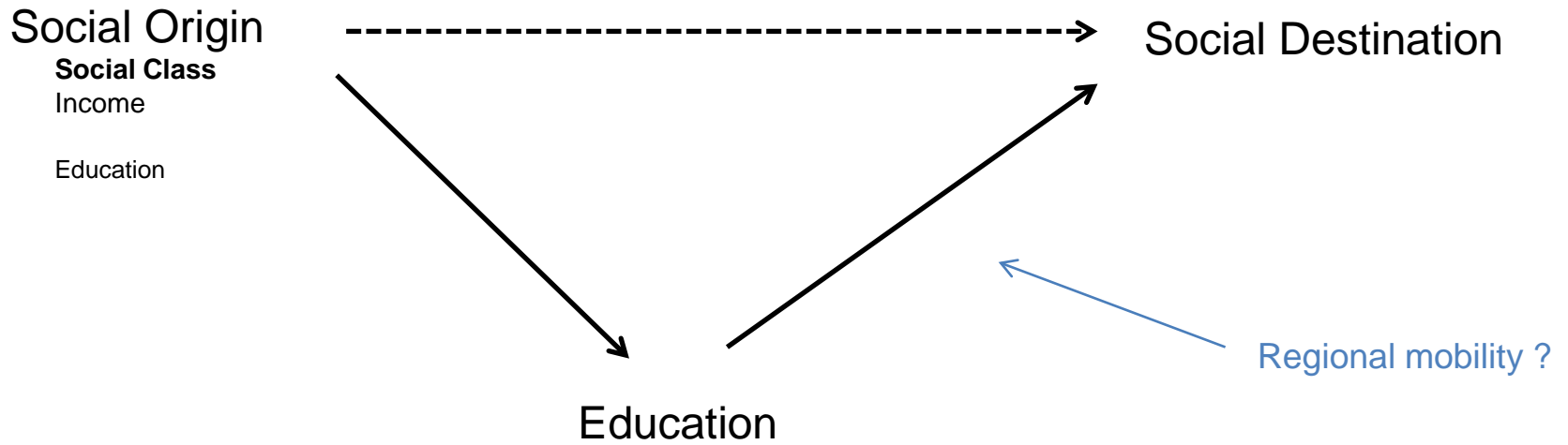




# From Origin to Destination

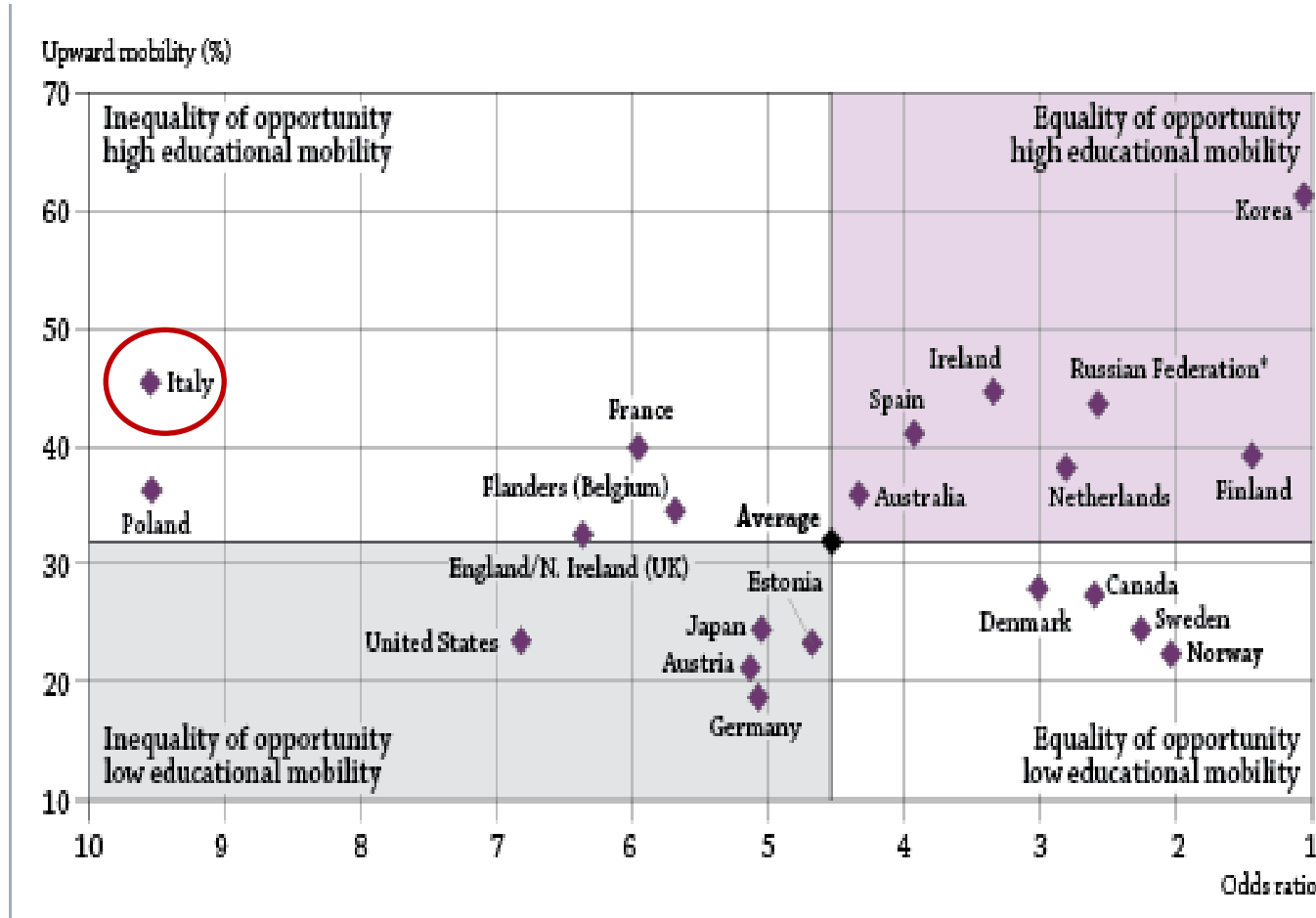


- bassi livelli d'istruzione
- e basse competenze anche fra gli altamente istruiti .... (PIAAC)
- alta **stratificazione**

Cosa fare?

# Educational expansion is not enough to generate equality!

**Social mobility** is thought to be closely linked to **equality of opportunity**. Is it?  
**NO!**



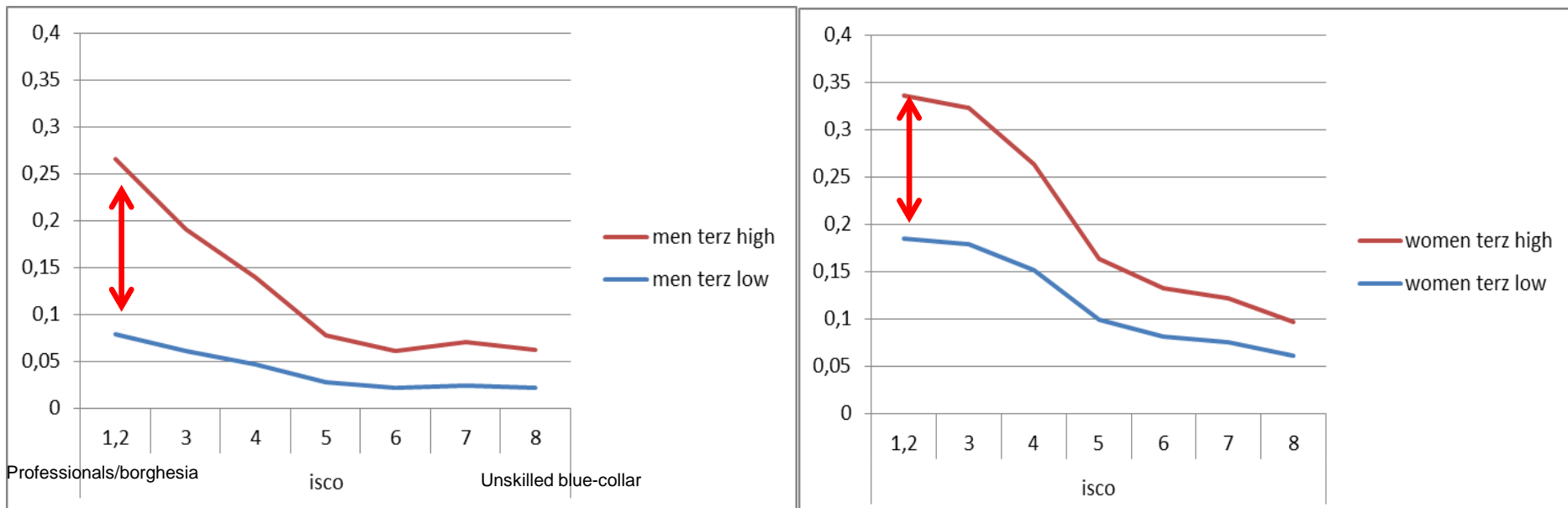
the chart shows no real correlation between upward educational mobility and equality of opportunity to participate in tertiary education

## vertical inequality & horizontal inequality

And with higher levels filling up, the **level of education** is no longer sufficient  
→ horizontal stratification

Split in **low** and **high** paid degrees

**Cumulated predicted probabilities** of having a “high” paid university degree and a “low” paid one. Therefore the upper line reports the predicted probability to access university education of whatever kind by **Isco** position of the household head (as proxy for social background)

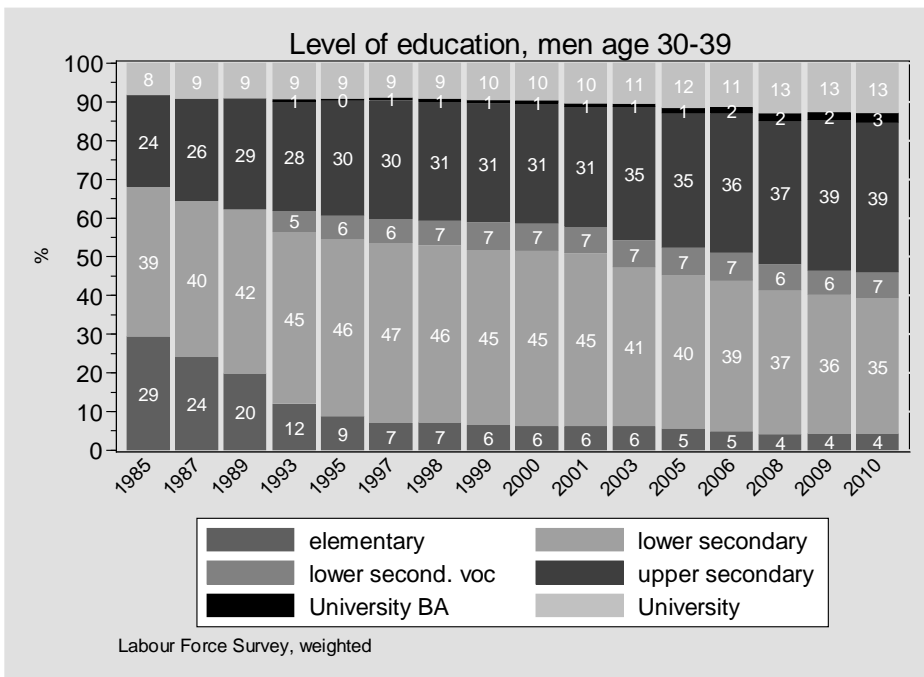


Source: LFS 2010, individuals [20-35] still living in their parent's household.

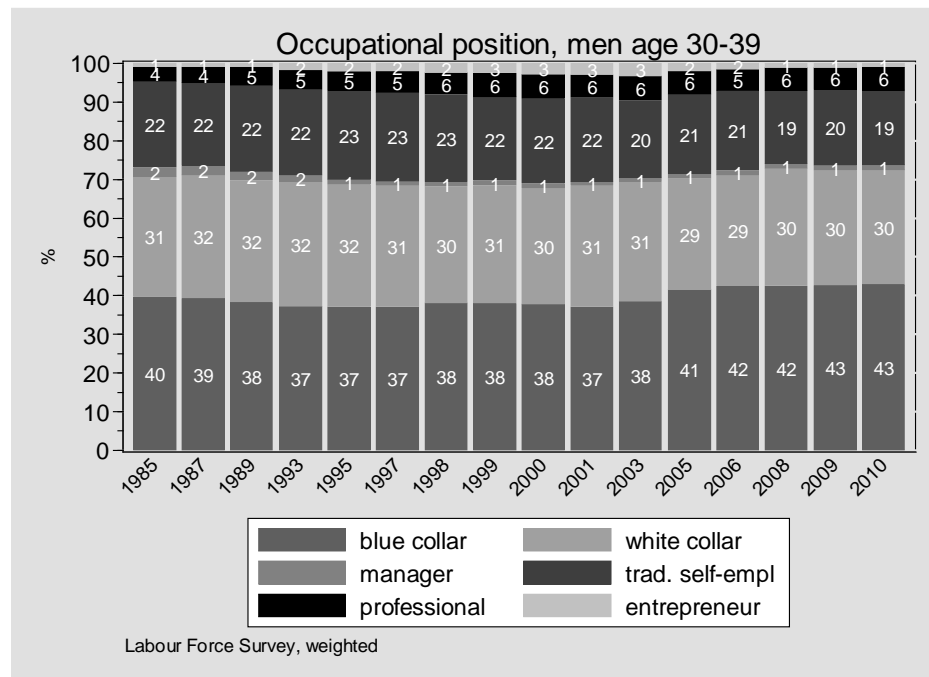
(this analysis can be proposed just for the very last years of LFS, as no family info is available before 2004. From 2004 to 2010, the picture remains identical...)



## Educational Expansion (moderate)



## stagnant Occupational Structure

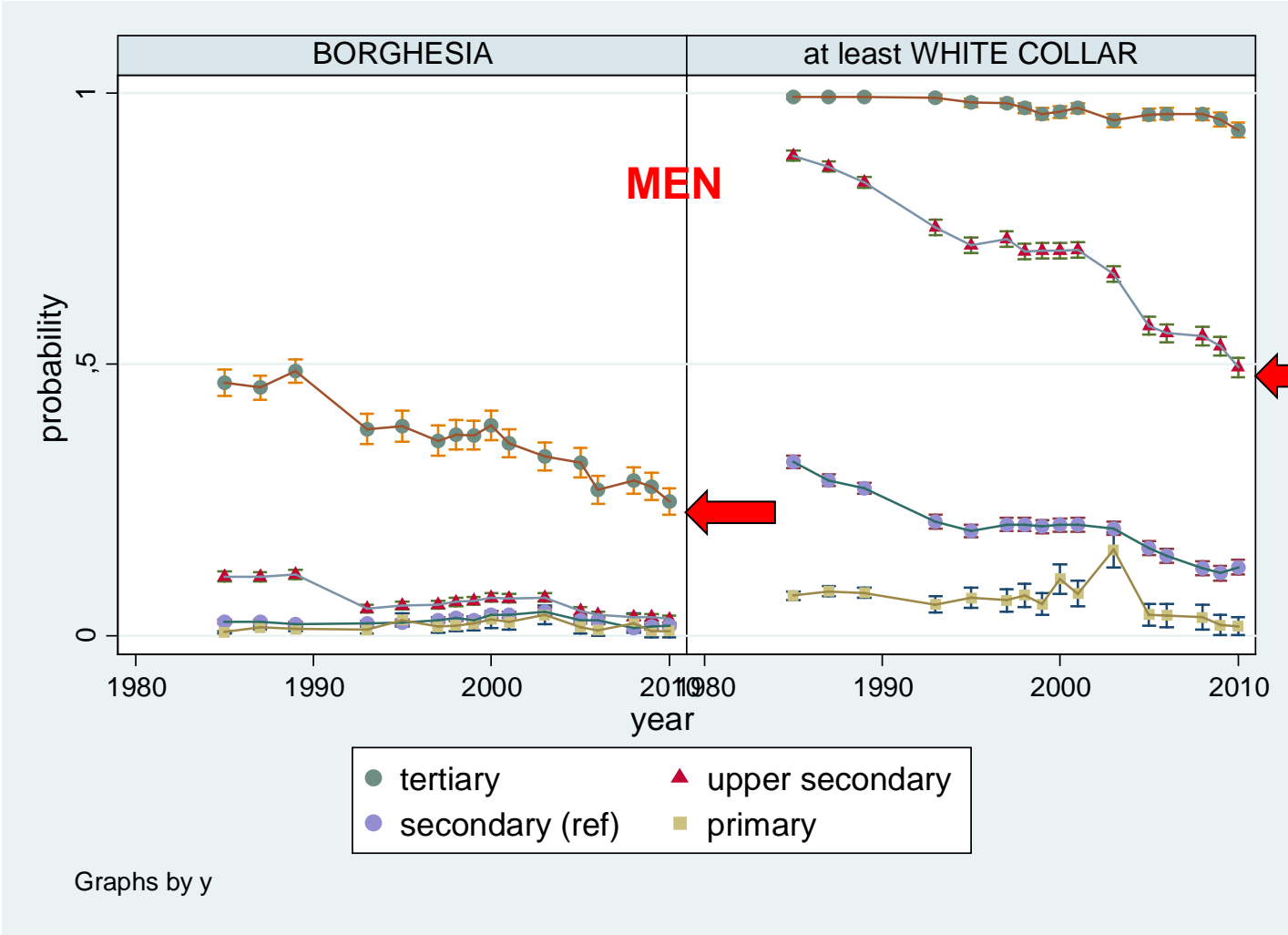


## → Declining Returns

**Need to invest and upgrade economic system  
Side by investigating in (tertiary) education**



# Declining returns !!!



Not a question of composition (more humanities, more women,..... More lower classes )



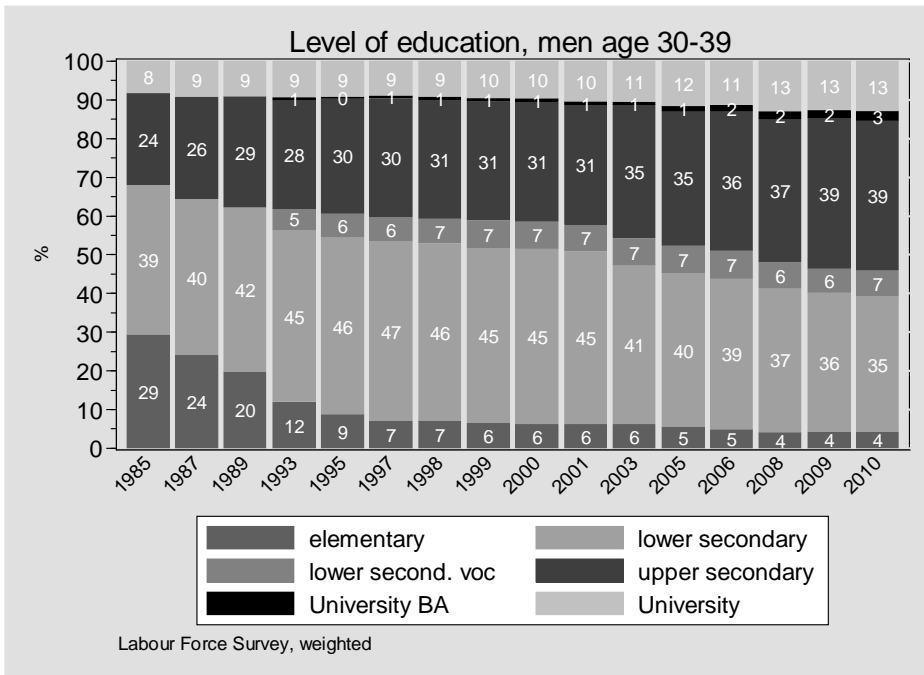
This is a uniform pattern all over Italy!

Reasons: among other things the low and stagnant qualification structure of LM

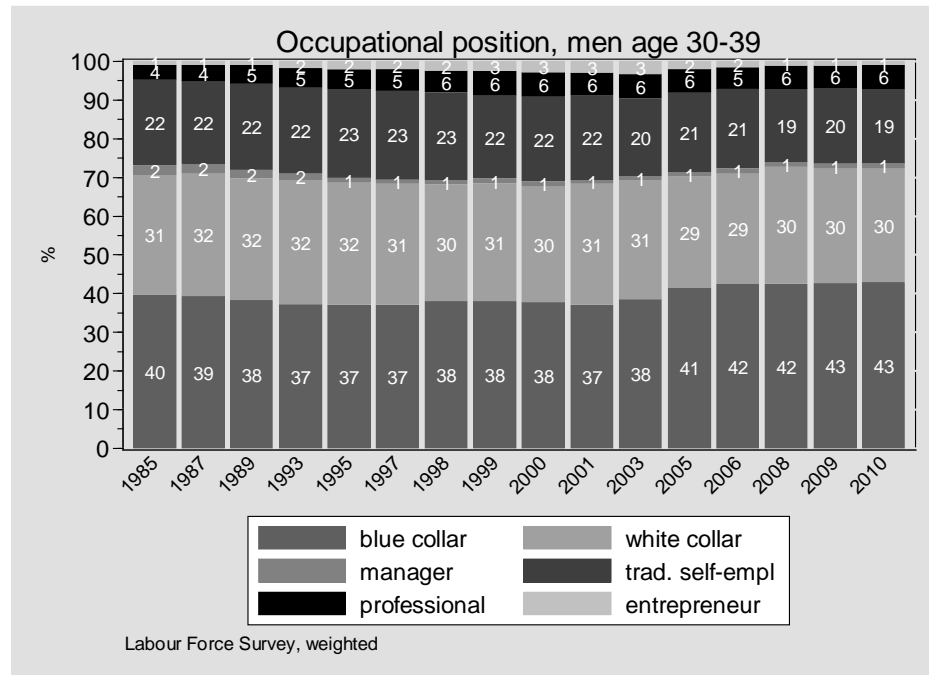
**Predicted probabilities to enter Borghesia / at least White collar**  
based on LFS data, age 30-39, generalized ordered logit model, controlling for age, region



## Educational Expansion (moderate)



## stagnant Occupational Structure



**Need to invest and upgrade economic system  
Side by investigating in (tertiary) education**

Expenditure in ITALY:  
Standardized spending per STUDENT

**Low spending especially for tertiary!**

Low for tertiary education

**Tabella 1** – Spesa annuale per studente per dato livello di istruzione (2011) - Dollari Usa a parità di potere d'acquisto, corrispondenti a studenti full-time

	istruzione preprimaria (a partire da 3 anni)	istruzione secondaria				istruzione terziaria (inclusiva attività R&D)			Istruzione da primaria a terziaria (incluso R&D)
		istruzione primaria	istruzione secondaria a 1 ciclo	istruzione secondaria a 2 ciclo	istruzione secondaria complessiva	istruzione terziaria non universitaria	istruzione terziaria di tipo accademico	istruzione terziaria complessiva	
Finlandia	5 700	8 159	12 545	8 467	9 792	--	18 002	18 002	10 905
Francia	6 615	6 917	9 668	13 071	11 109	12 554	16 328	15 375	10 454
Germania	8 351	7 579	9 247	12 022	10 275	8 891	18 348	16 723	10 904
<b>Italia</b>	<b>7 868</b>	<b>8 448</b>	<b>8 686</b>	<b>8 519</b>	<b>8 585</b>	<b>9 134</b>	<b>9 993</b>	<b>9 990</b>	8 790
Spagna	6 725	7 288	9 335	10 090	9 615	10 042	13 933	13 173	9 454
Regno Unito	9 692	9 857	13 894	6 491	9 649	--	--	14 223	10 412
Stati Uniti	10 010	10 958	12 338	13 143	12 731	--	--	26 021	15 345
<b>media OECD</b>	<b>7 428</b>	<b>8 296</b>	<b>9 377</b>	<b>9 506</b>	<b>9 280</b>	--	--	<b>13 958</b>	9 487
<b>media EU21</b>	<b>7 933</b>	<b>8 482</b>	<b>9 795</b>	<b>9 457</b>	<b>9 615</b>	--	--	<b>13 572</b>	9 531

Fonte: Education at a Glance 2014 - Tabella B.1.1a

**Need to invest in tertiary education**



## «Where to go?»

...apart from spending....

Differentiation of the tertiary system:

Not just more of the same (general) education, but increasingly **differentiated** and **vocational** specific

→ Vocational education works (can work) as equalizer

Level out LM outcomes (among levels)

Equalize access to education (with not necessary less payoff)

→ Eases transition to work (not just for the voc trained)

→ Might avoid a *binarization* of the tertiary education in «good» and «bad» universities, which instead is the risk of the chronically underfinanced system

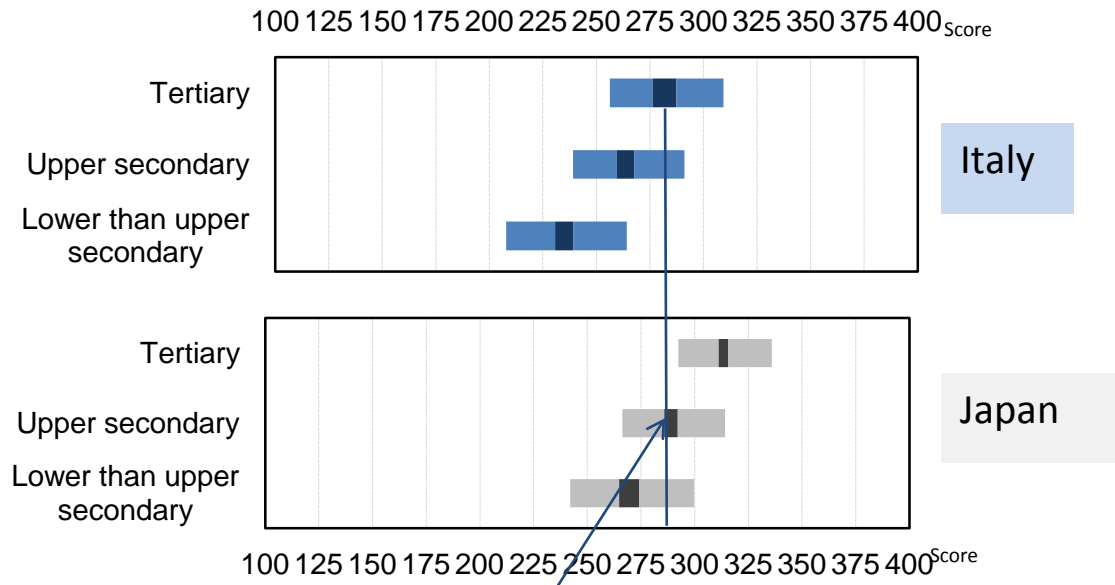
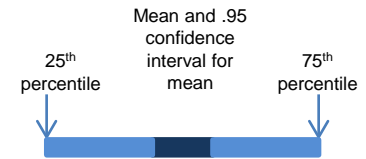
grazie

Table A1.9a (L). Mean literacy score, by educational attainment and age (2012)

**Literacy proficiency in the Survey of Adult Skills**

	Below upper secondary education				Upper secondary or post-secondary non-tertiary education				Tertiary education				
	25-34		35-44		25-34		35-44		25-34		35-44		
	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	S.E.
Austria	238	(5,4)	243	(4,5)	279	(1,8)	273	(2,0)	308	(2,9)	302	(2,4)	(1,4)
Canada	230	(5,0)	222	(4,2)	274	(2,0)	268	(2,1)	299	(1,6)	293	(1,6)	(0,8)
Czech Republic	257	(6,6)	239	(8,6)	278	(2,4)	272	(2,1)	311	(2,9)	297	(5,1)	(2,3)
Denmark	242	(6,8)	240	(5,3)	275	(2,6)	274	(1,9)	298	(2,4)	301	(1,7)	(1,1)
Estonia	250	(4,0)	245	(3,8)	279	(2,0)	271	(1,6)	304	(1,9)	293	(1,8)	(1,1)
Finland	264	(8,0)	254	(11,5)	298	(2,5)	284	(2,8)	328	(2,0)	316	(2,3)	(1,1)
France	231	(3,9)	221	(3,2)	269	(1,7)	261	(1,6)	305	(1,5)	295	(1,7)	(0,9)
<b>Germany</b>	<b>224</b>	<b>(6,0)</b>	<b>224</b>	<b>(4,7)</b>	<b>276</b>	<b>(2,3)</b>	<b>270</b>	<b>(2,0)</b>	<b>306</b>	<b>(2,3)</b>	<b>301</b>	<b>(2,6)</b>	<b>(1,3)</b>
Ireland	235	(4,1)	227	(3,9)	267	(2,5)	271	(2,3)	295	(2,0)	295	(2,1)	(1,3)
<b>Italy</b>	<b>231</b>	<b>(4,0)</b>	<b>234</b>	<b>(2,6)</b>	<b>263</b>	<b>(2,7)</b>	<b>265</b>	<b>(2,1)</b>	<b>290</b>	<b>(2,9)</b>	<b>281</b>	<b>(2,8)</b>	<b>(1,6)</b>
Netherlands	255	(5,1)	253	(3,9)	291	(2,6)	292	(2,5)	323	(2,8)	319	(2,1)	(1,3)
Norway	253	(5,3)	259	(4,5)	280	(3,0)	276	(2,6)	308	(2,5)	308	(1,9)	(1,0)
<b>Spain</b>	<b>235</b>	<b>(2,7)</b>	<b>235</b>	<b>(1,9)</b>	<b>263</b>	<b>(2,5)</b>	<b>260</b>	<b>(3,0)</b>	<b>286</b>	<b>(2,0)</b>	<b>285</b>	<b>(1,9)</b>	<b>(1,2)</b>
Sweden	245	(7,2)	229	(6,5)	284	(2,7)	282	(2,5)	313	(2,6)	314	(2,2)	(1,3)
United States	221	(5,7)	211	(6,2)	261	(2,7)	260	(2,2)	304	(2,5)	303	(2,3)	(1,5)
<b>Average</b>	<b>242</b>	<b>(1,2)</b>	<b>239</b>	<b>(1,1)</b>	<b>277</b>	<b>(0,5)</b>	<b>273</b>	<b>(0,5)</b>	<b>305</b>	<b>(0,5)</b>	<b>301</b>	<b>(0,5)</b>	<b>(0,3)</b>

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).



Japanese high school graduates have literacy skills comparable to those of Italian tertiary graduates

Distribution of literacy proficiency scores and education in Italy and Japan  
 Mean literacy proficiency and distribution of literacy scores, by educational attainment

# Unequal chances to access tertiary education!

Table A4.1b. Likelihood of participating in tertiary education, likelihood ratios; odds ratio

	Gender	Odds ratio to access tertiary education by parents' educational attainment					
		Below upper secondary education		Upper secondary or post-secondary non-tertiary education		Tertiary education or advanced research programmes	
		Odds ratio	p-value	Odds ratio	p-value	Odds ratio	p-value
		(1)	(2)	(3)	(4)	(5)	(6)
Austria	Men	1	(0,0)	1,4	(0,4)	3,4	(0,0)
	Women	1	(0,0)	3,1	(0,0)	7,8	(0,0)
Finland	Men	1	(0,0)	1,1	(0,7)	1,4	(0,2)
	Women	1	(0,0)	1,3	(0,2)	1,6	(0,0)
France	Men	1	(0,0)	1,5	(0,1)	4,8	(0,0)
	Women	1	(0,0)	2,1	(0,0)	7,8	(0,0)
Germany	Men	1	(0,0)	2,9	(0,2)	4,3	(0,1)
	Women	1	(0,0)	2,0	(0,2)	5,8	(0,0)
Ireland	Men	1	(0,0)	1,5	(0,1)	2,5	(0,0)
	Women	1	(0,0)	2,6	(0,0)	4,4	(0,0)
<b>Italy</b>	<b>Men</b>	<b>1</b>	<b>(0,0)</b>	<b>4,4</b>	<b>(0,0)</b>	<b>11,0</b>	<b>(0,0)</b>
	<b>Women</b>	<b>1</b>	<b>(0,0)</b>	<b>4,8</b>	<b>(0,0)</b>	<b>8,5</b>	<b>(0,0)</b>
Netherlands	Women	1	(0,0)	1,1	(0,7)	3,2	(0,0)
	M+W	1	(0,0)	1,3	(0,1)	2,8	(0,0)
Poland	Men	1	(0,0)	3,0	(0,1)	10,4	(0,0)
	Women	1	(0,0)	3,4	(0,0)	9,6	(0,0)
Spain	Men	1	(0,0)	1,9	(0,0)	4,4	(0,0)
	Women	1	(0,0)	2,0	(0,0)	3,7	(0,0)
Sweden	Men	1	(0,0)	0,6	(0,2)	1,8	(0,0)
	Women	1	(0,0)	1,4	(0,2)	2,8	(0,0)
<b>Average</b>	<b>Men</b>	<b>1</b>	<b>(0,0)</b>	<b>1,9</b>	<b>(0,1)</b>	<b>4,3</b>	<b>(0,1)</b>
	<b>Women</b>	<b>1</b>	<b>(0,0)</b>	<b>2,2</b>	<b>(0,1)</b>	<b>5,2</b>	<b>(0,0)</b>

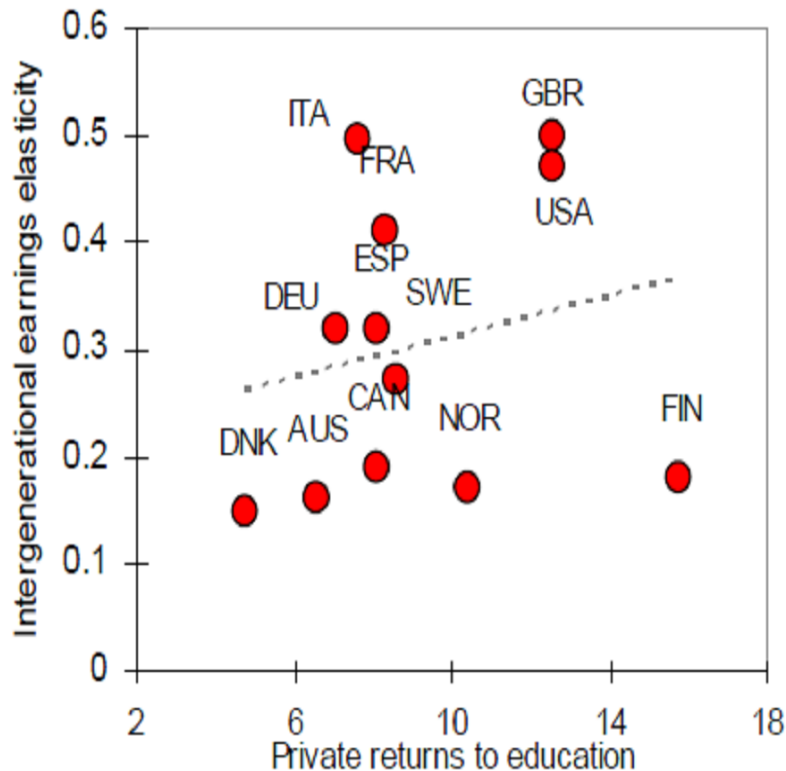
The "odds ratio" reflects the relative likelihood of participating in tertiary education of individuals whose parents have upper secondary or tertiary education compared with that of people whose parents have only below upper secondary education. The latter group are taken as the reference category for the interpretation of the relative likelihood and therefore their odds ratio are set to equal 1. Differences between the groups are statistically significant at 95% if the "p-value" associated with the odds ratio is below 0.5.

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

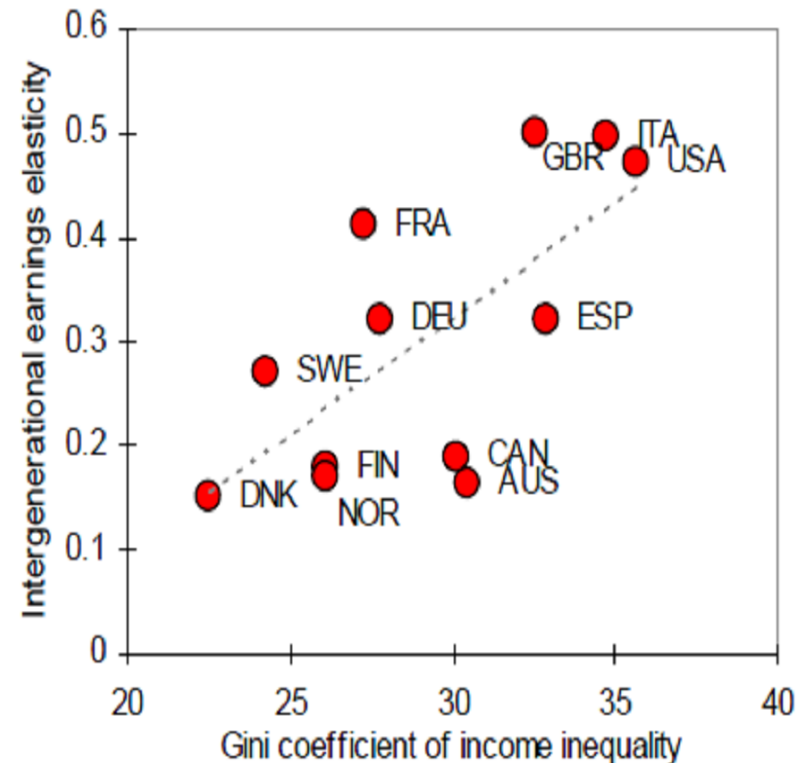
# una società in cui la diseguaglianza socioeconomica non è nemmeno compensata dalla "efficienza di mercato"

*Persistence of earnings across generations and (a) returns to education, (b) Gini coefficients for OECD countries*

(a)

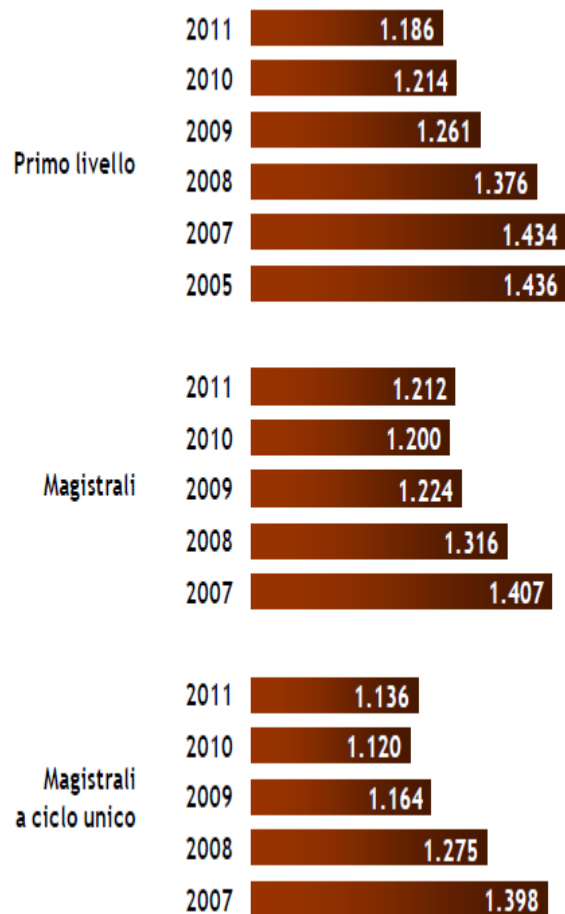


(b)



Source: OECD social, employment and migration working papers no 52/2007

Fig. 20 Laureati 2011-2005 occupati a tre anni: guadagno mensile netto per tipo di corso (valori rivalutati in base agli indici ISTAT dei prezzi al consumo; valori medi in euro)



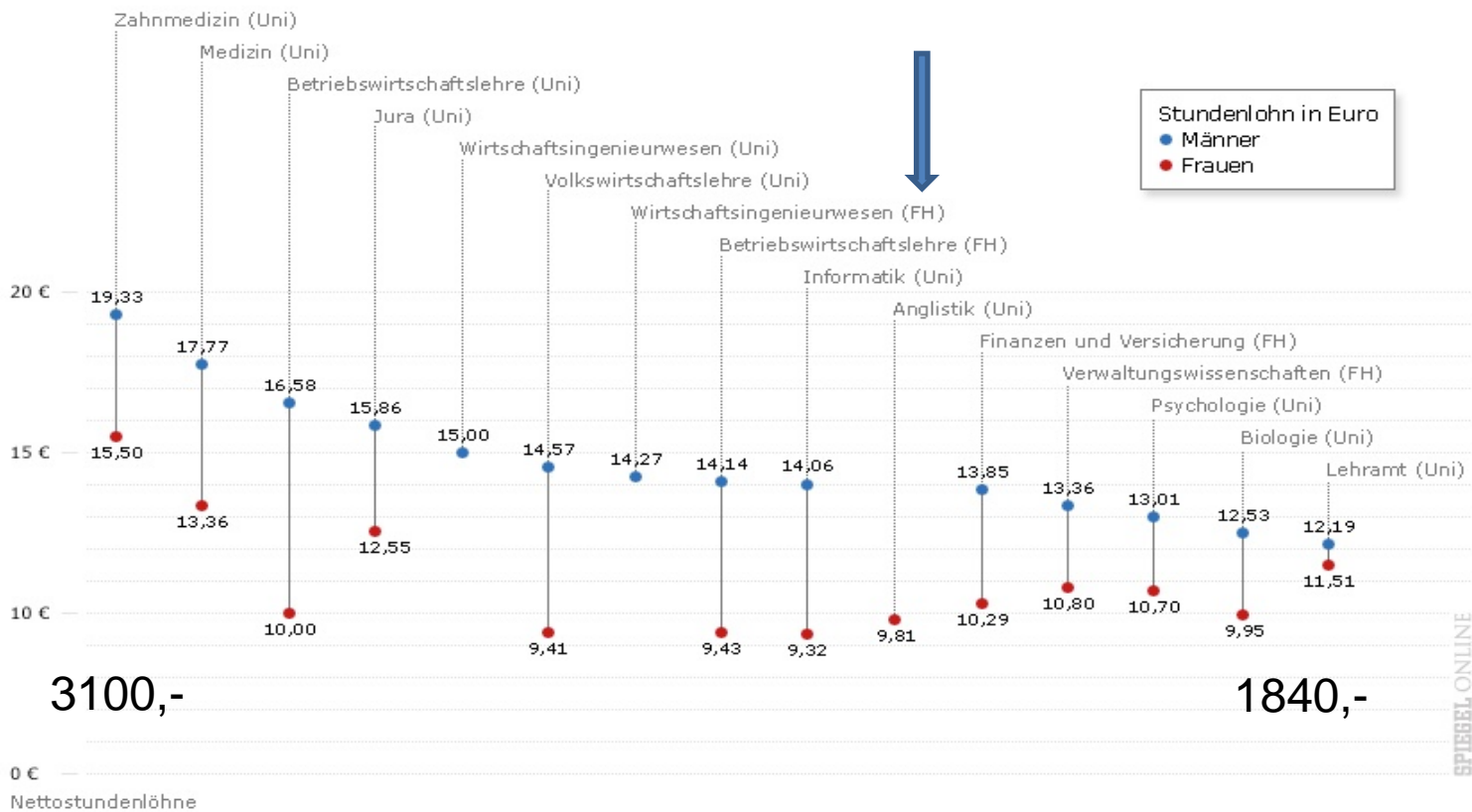
**Migrare conviene**

Germania: lordo	(netto)
BA: 3085,-	1851
MA: 3583,-	2420
PhD: 5000,-	3000

Nota: per il primo livello si sono considerati solo i laureati non iscritti ad altro corso di laurea.

Anno di laurea 2006 non rilevato.

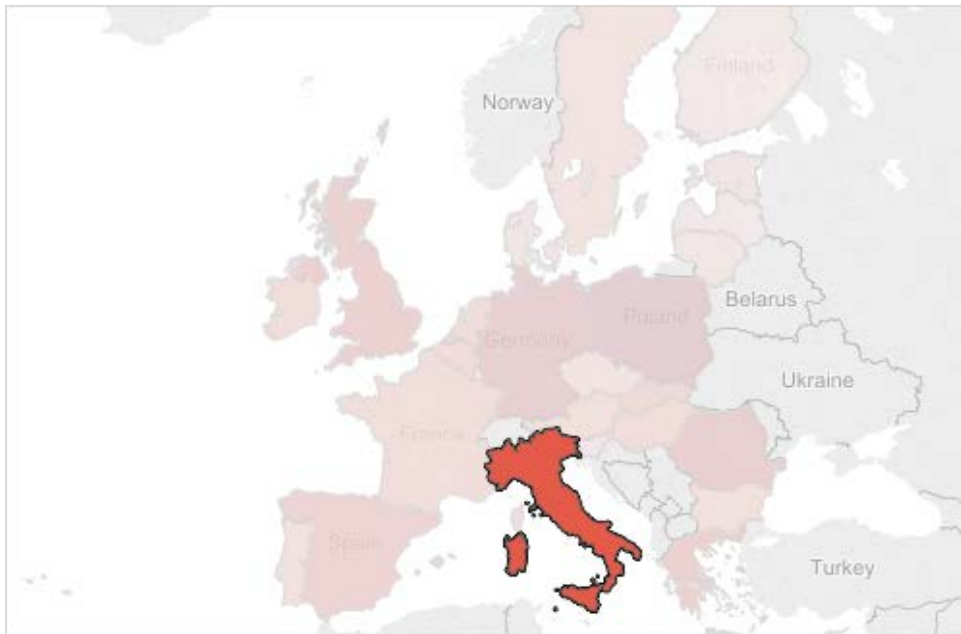
# Die bestbezahlten Fächer und Berufsausbildungen von Männern und Frauen



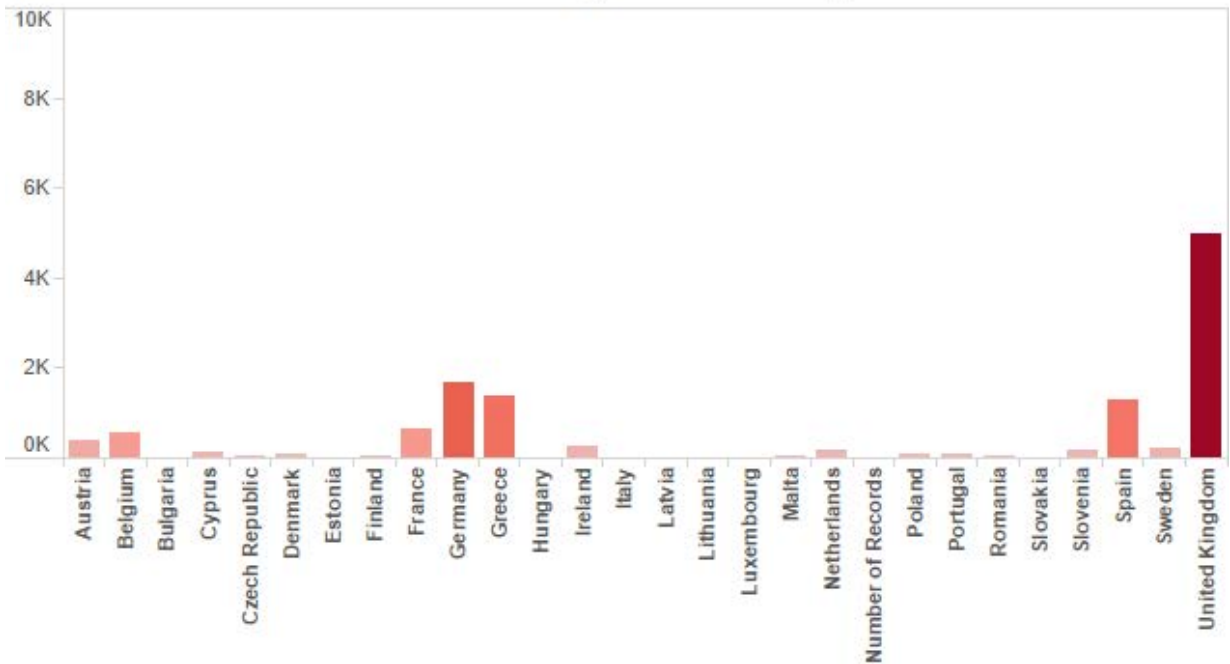
net per hour

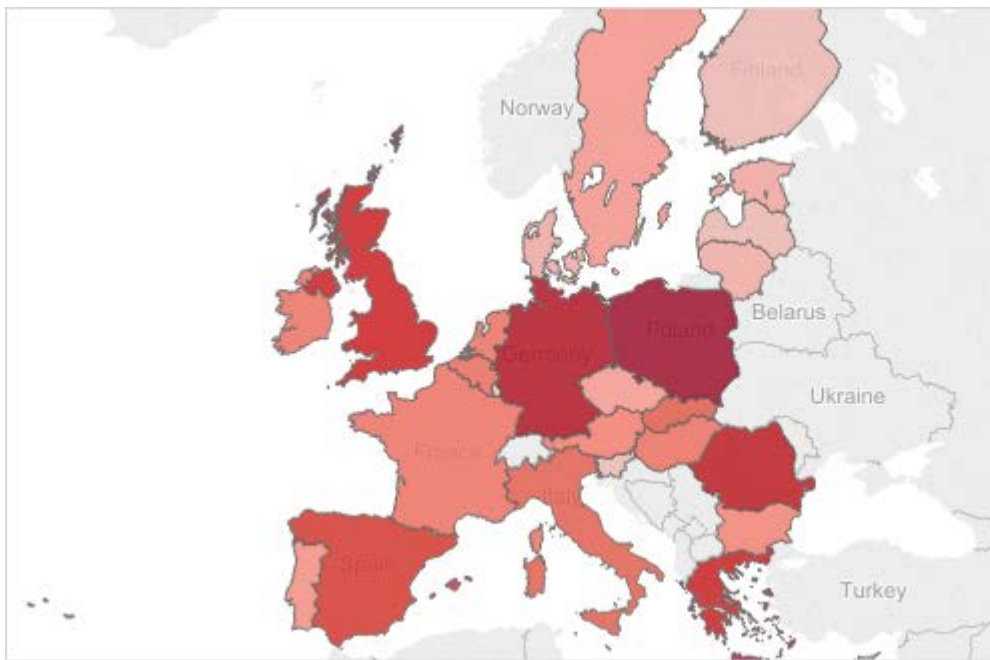
Quelle: Deutsches Institut für Wirtschaftsforschung





### Where did the professionals go?





Select a country to see where professionals went after obtaining their qualification here.

(since 2003)

### Where did the professionals go?

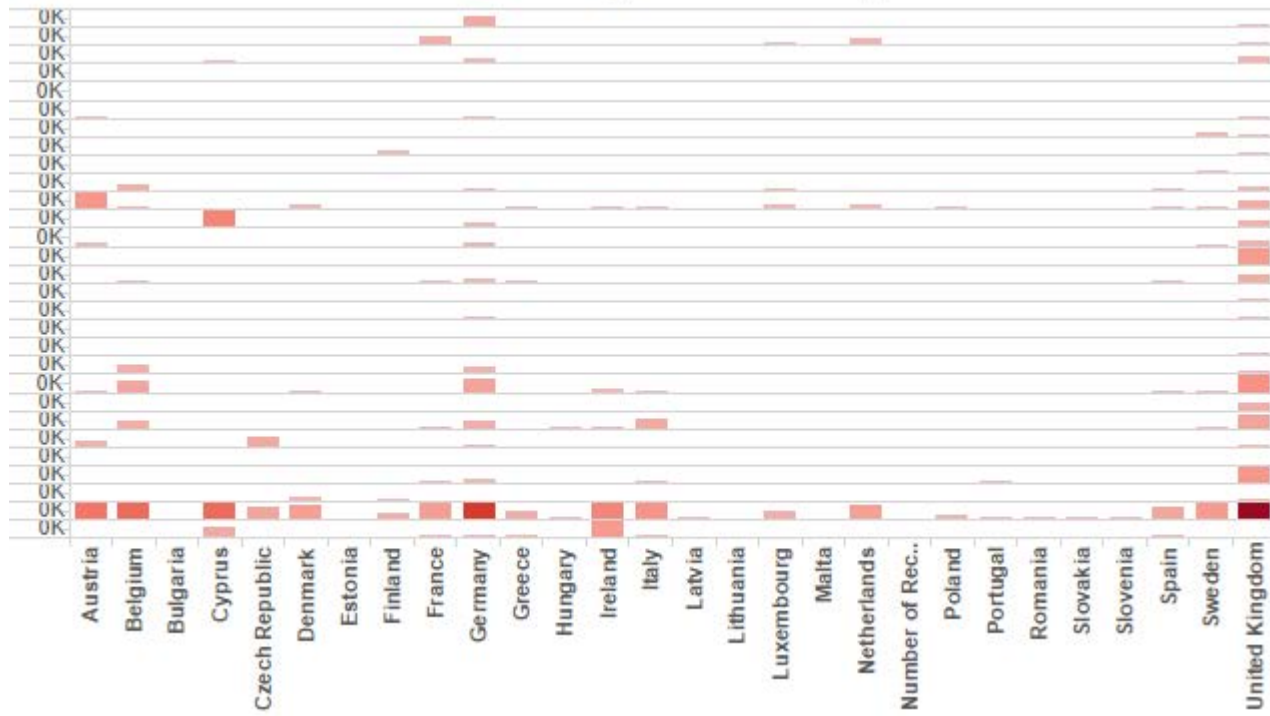
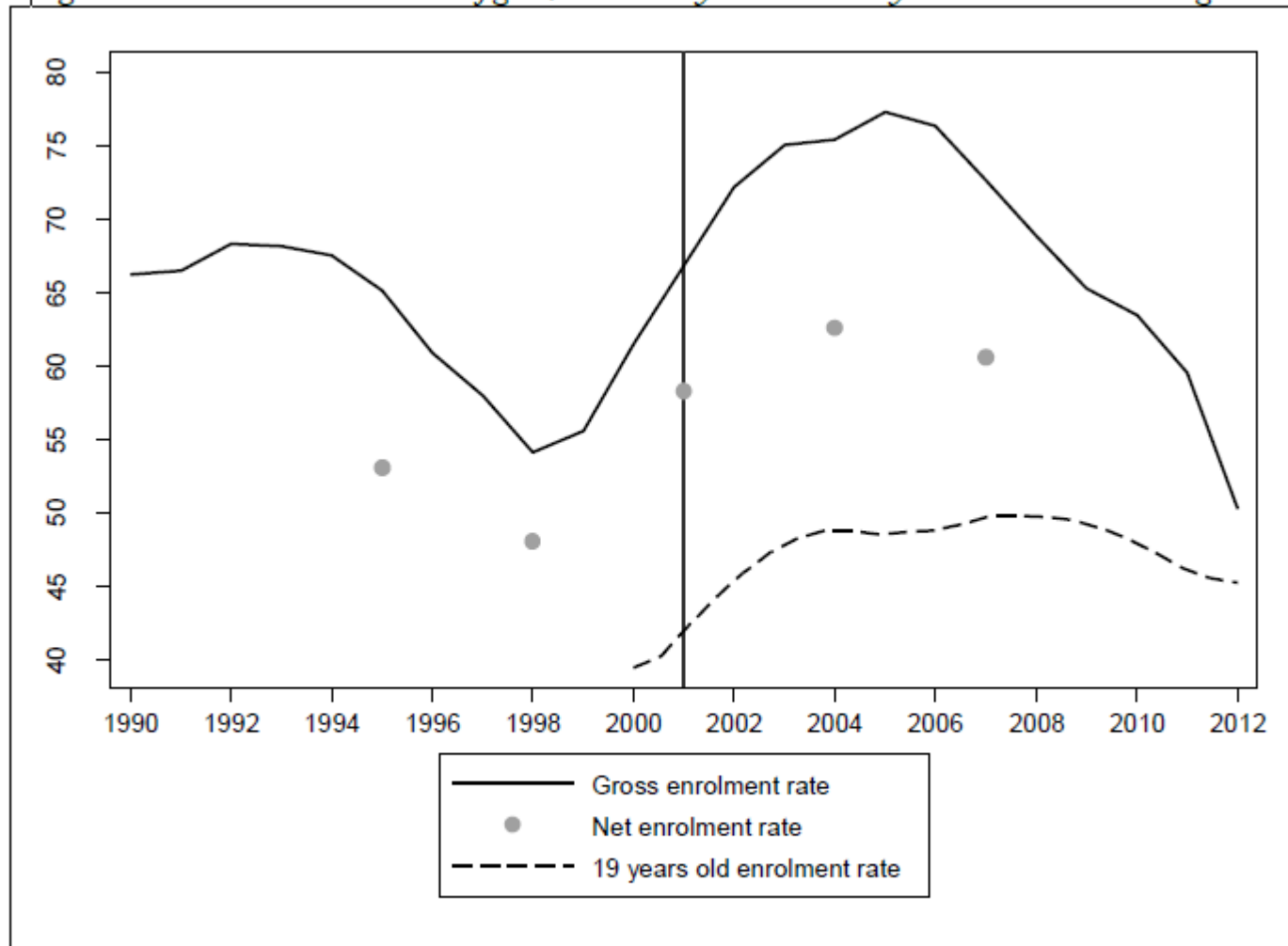
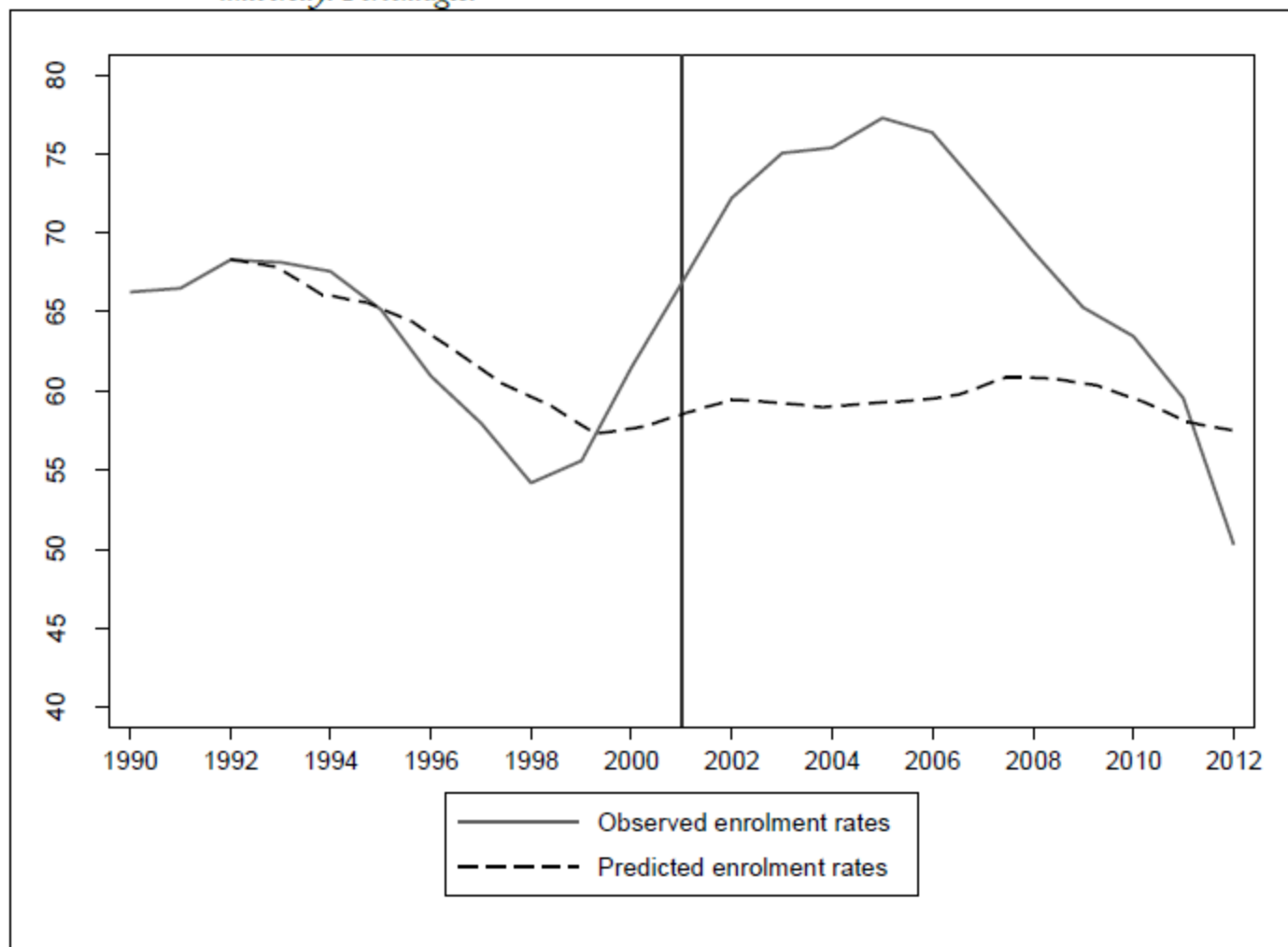


Figure 1. Variations over time of gross, net and 19-year-old university enrolment rates. Percentages.



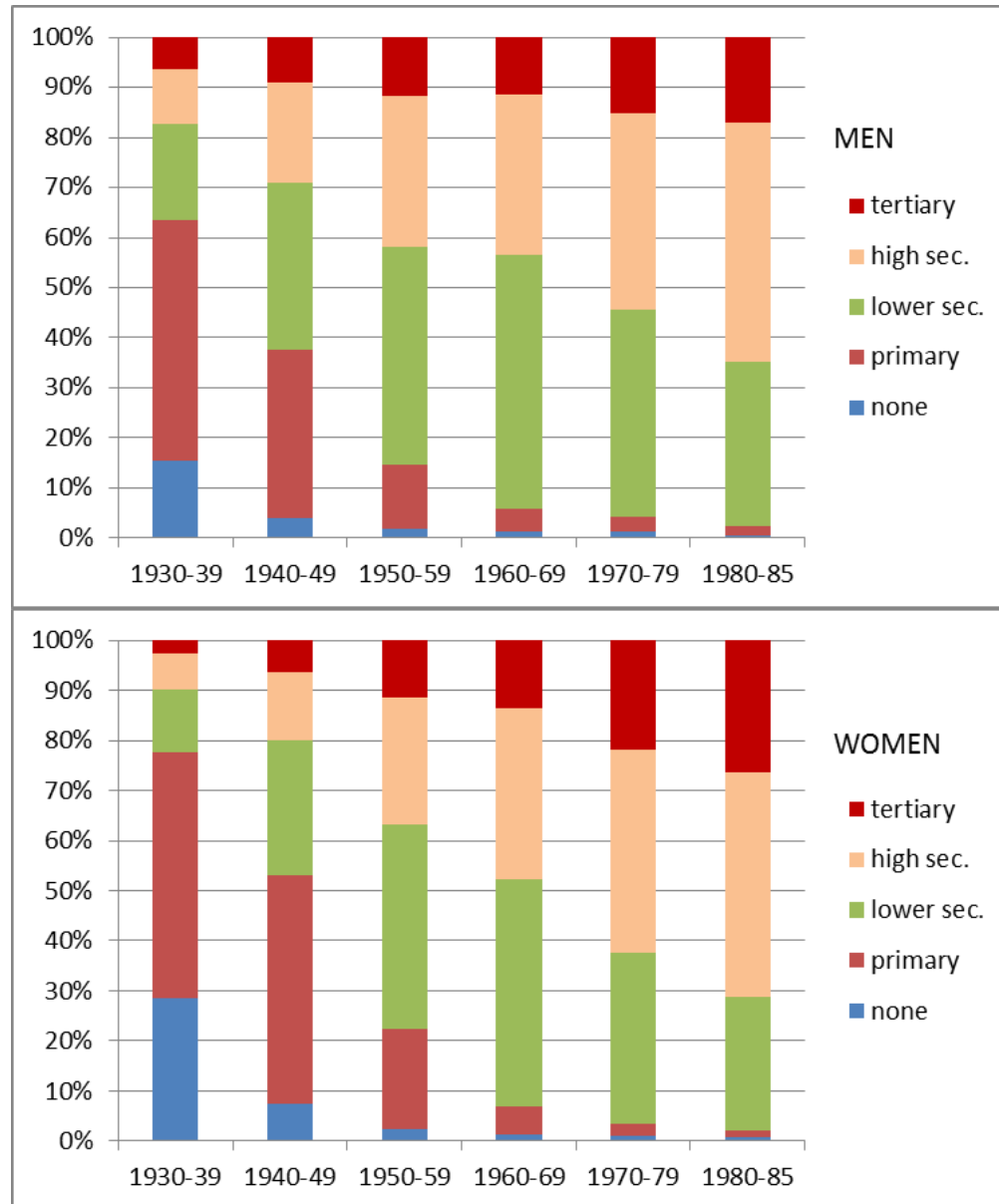
Sources: Authors own calculations based on ISTAT, *Annuario statistico italiano*, 1990-2012 and MIUR, *Anagrafe nazionale degli alunni*, 1990-2012 for gross enrolment rates; ISTAT, *Indagine sui percorsi di studio e di lavoro dei diplomati*, waves 1995, 1998, 2001, 2004, 2007 for net enrolment rates; MIUR *Anagrafe nazionale degli studenti universitari*, 2000-2012 for 19-year-old enrolment rates.

Fig. 2. Trends over time (1990-2012) of the observed and predicted gross enrolment rates at university. Percentages.



Source: Authors own calculation based on Istat, *Annuario statistico italiano*, 1990-2012; Istat, *Rilevazione sulle forze di lavoro*, 1992-2012; Miur, *Anagrafe nazionale degli alunni*, 1990-2012; Prais-Winsten regression parameters presented in table 2.

According to EMI, a situation of educ.expansion, which conveys greater educational opportunities for the previous „outsiders“ should represent the best „environment“ for high classes to operate in a way to preserve their advantages – therefore should be the best scenario for the same EMI hypothesis...



---

**Effectively Maintained Inequality** posits that socioeconomically advantaged actors secure for themselves and their children some degree of advantage wherever advantages are commonly possible (education, health, LM, welfare...).

On the one hand, if quantitative differences are common, the socioeconomically advantaged will obtain quantitative advantage; on the other hand, if qualitative differences are common, the socioeconomically advantaged will obtain qualitative advantage (Lucas, AJS 2001: 1652).

Recently, EMI has expanded to consider alternative qualitative differences within a given educational level. Van de Werfhorst

and Luijkx (2005) question whether EMI goes far enough to study relevant educational inequalities in present day modern societies.

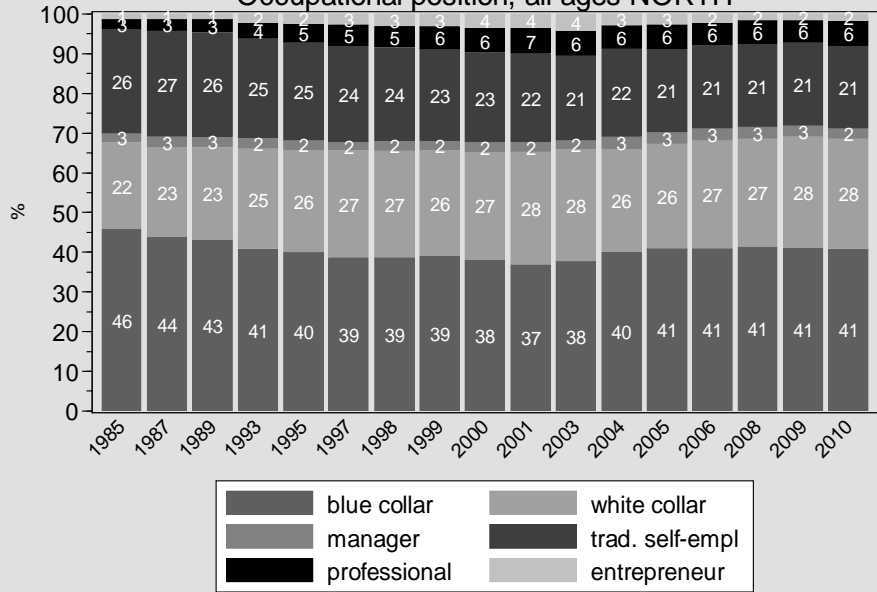
Using data for the Netherlands covering 5 birth cohorts from 1925-1974, they point to **field of study within educational levels** as a

qualitative dimension. They report that social class manifests itself in fine-grained choices for particular educational fields of study within levels. That is, different fields of study within vocational programmes at the secondary or tertiary level and field of study in universities.

In doing so, **they propose a mechanism of *Inequalities Maintained through Horizontal educational choices (IMH)***.

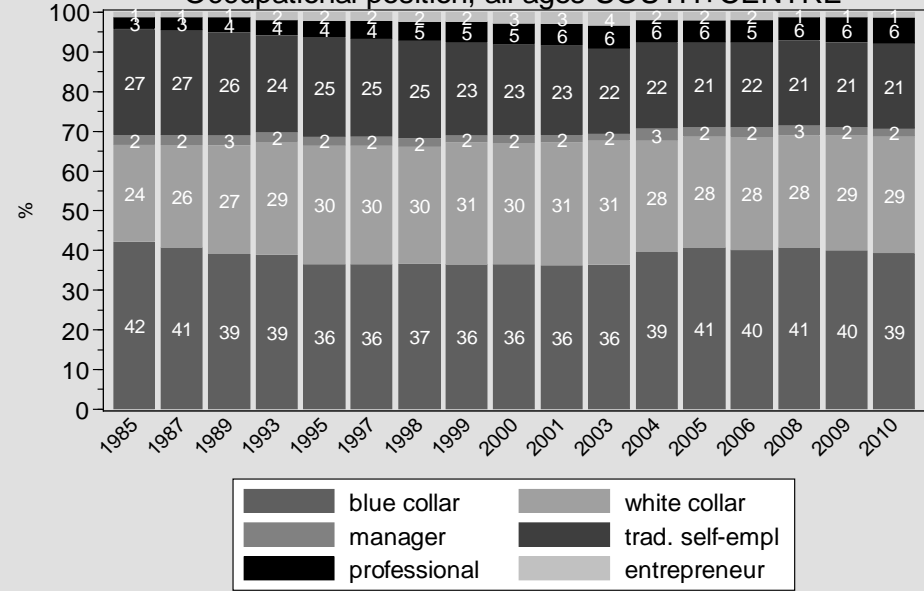
# The situation is not better in the North!!

Occupational position, all ages NORTH



Labour Force Survey, weighted

Occupational position, all ages SOUTH+CENTRE



Labour Force Survey, weighted