

# Inequality and human capital

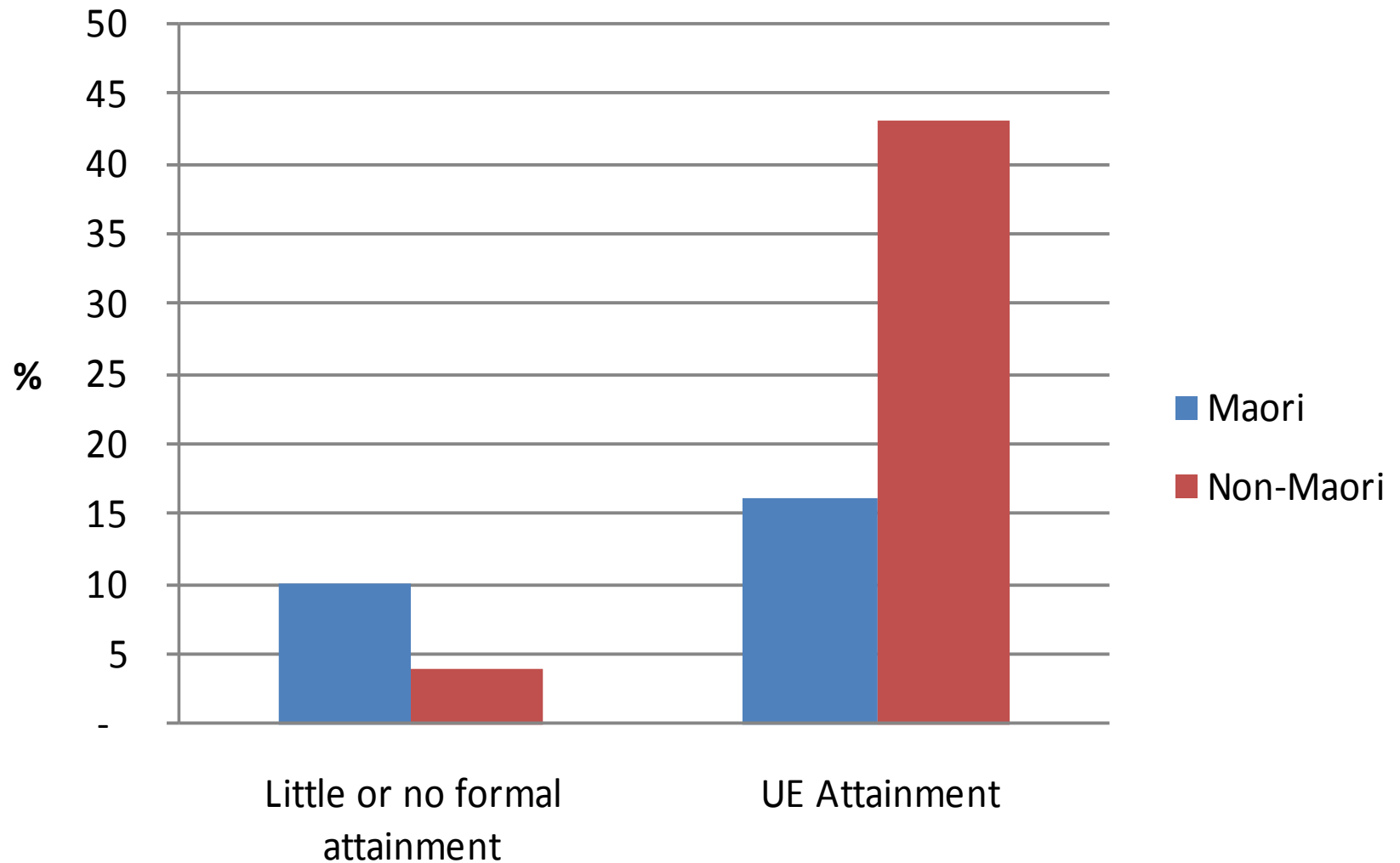
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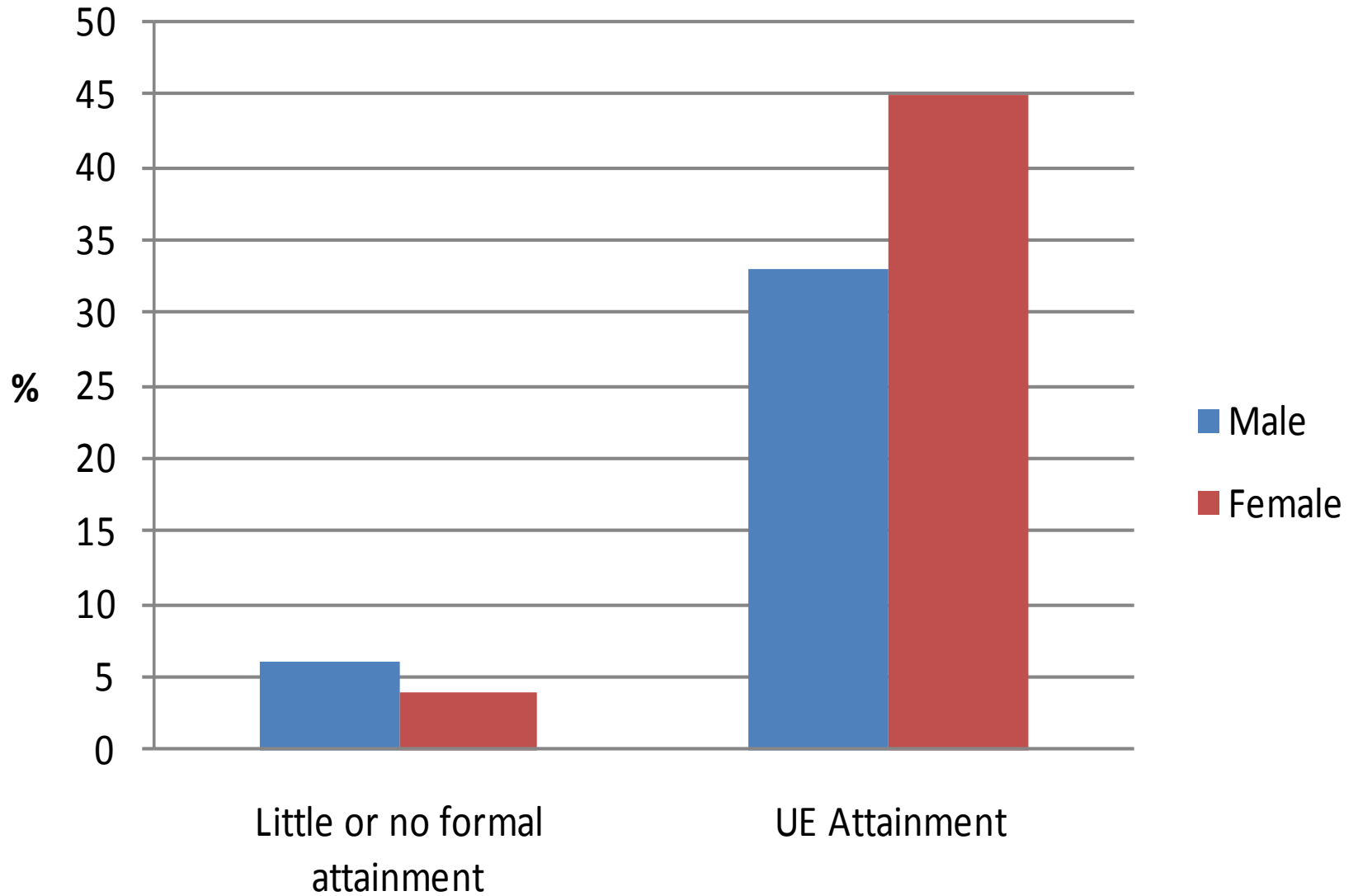
# Two underlying points

- Over recent decades all groups have made great gains in education
- However, the bar has been lifted
- ...if most citizens improve their reading and math skills a lot, while the least adept improve only a little, the least adept may become more of an underclass, even if they are more skilful than their counterparts were a generation earlier (Jencks, 1993)

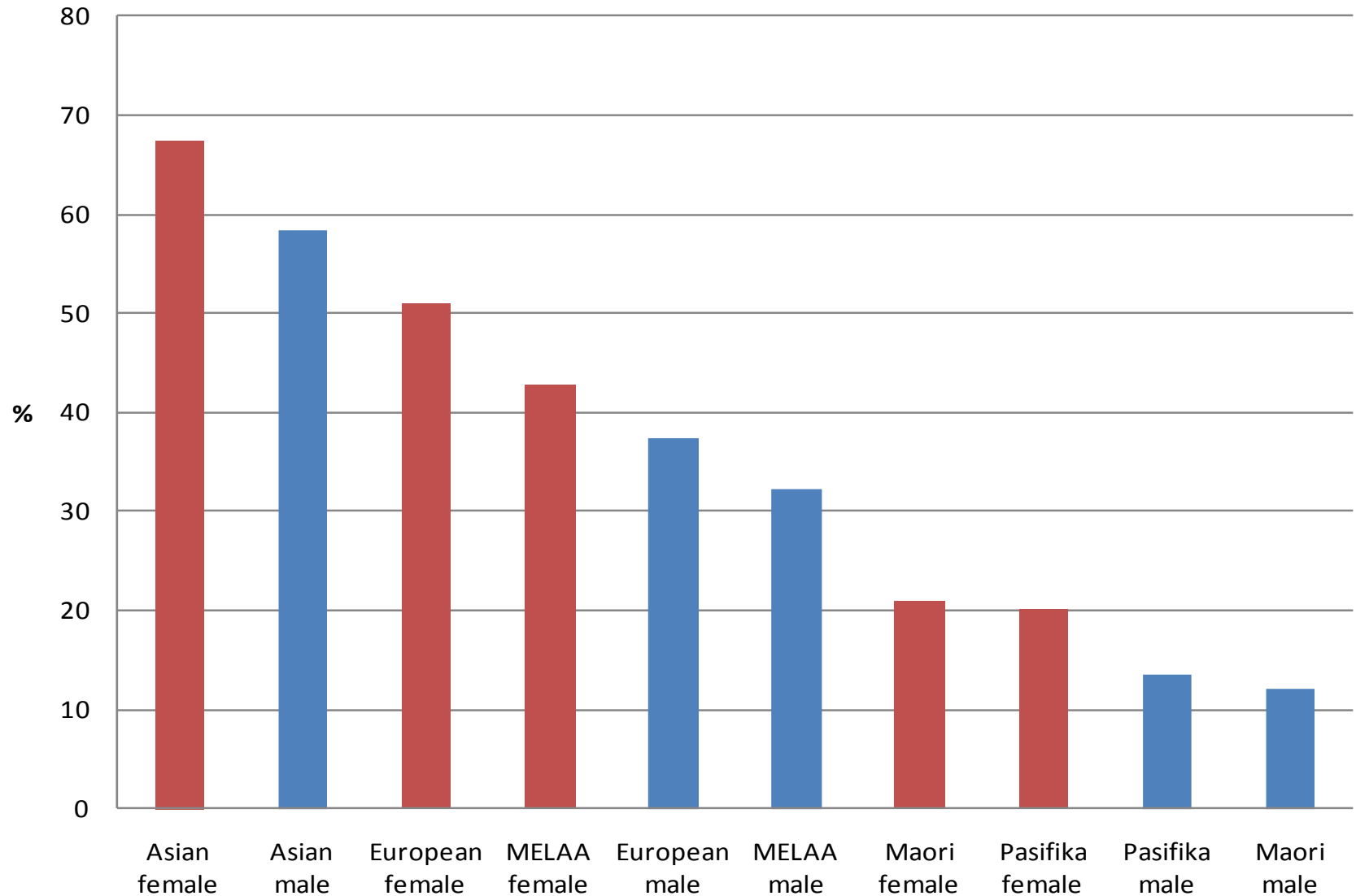
## Inequality in education has many dimensions – Maori/non-Maori and school, 2008



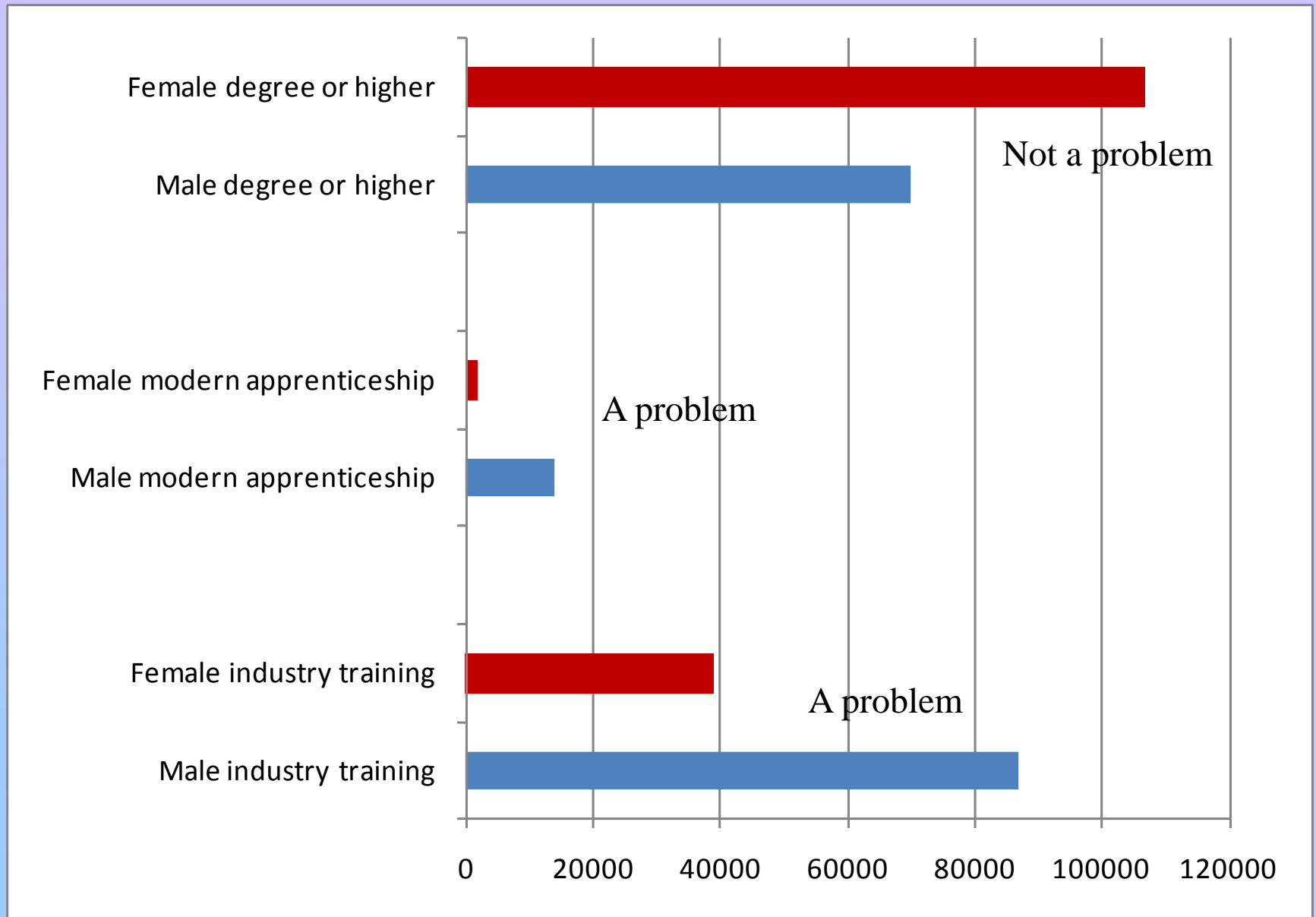
# Male/female and school, 2008



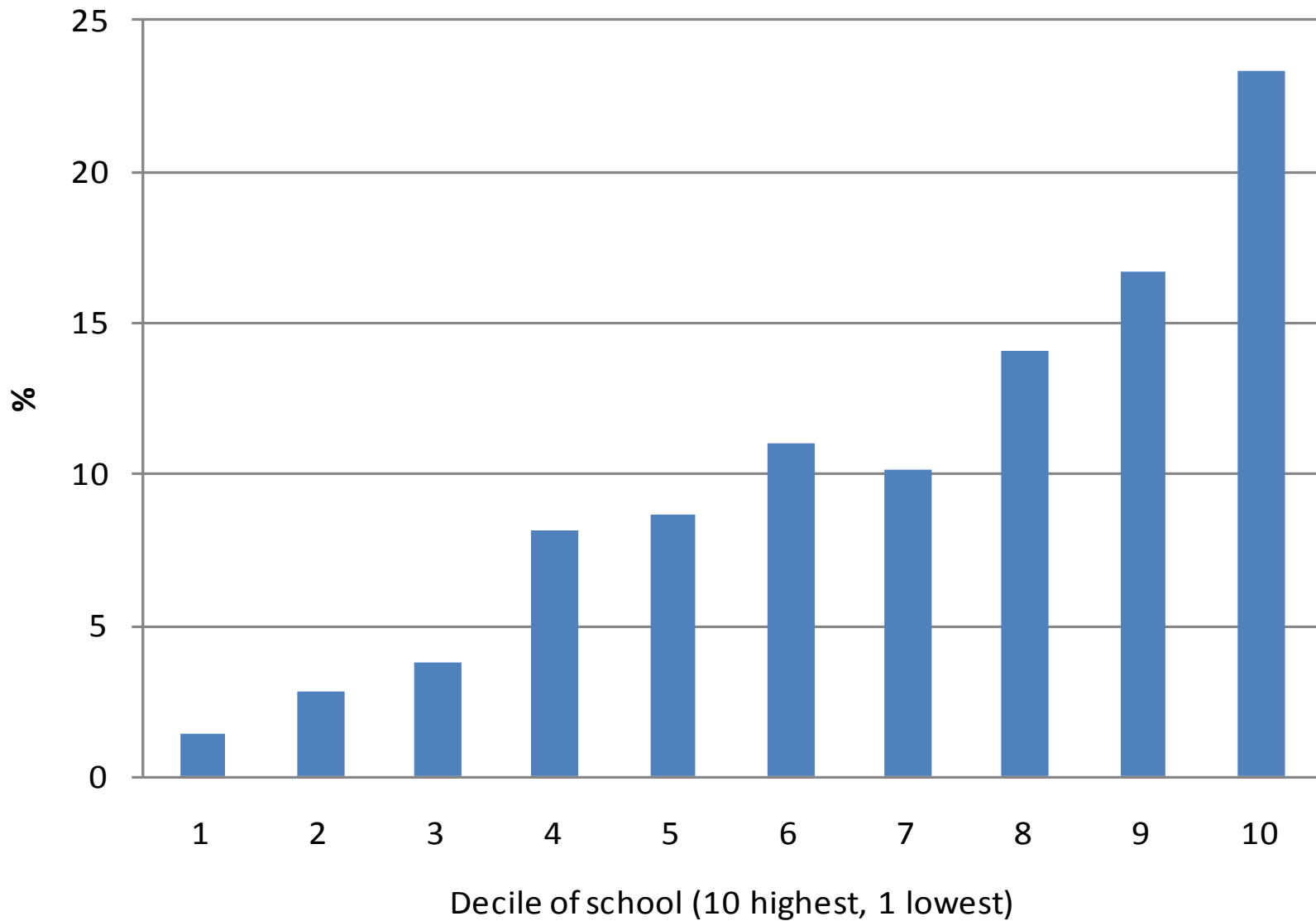
# Male/female/ethnicity for UE attainment, 2008



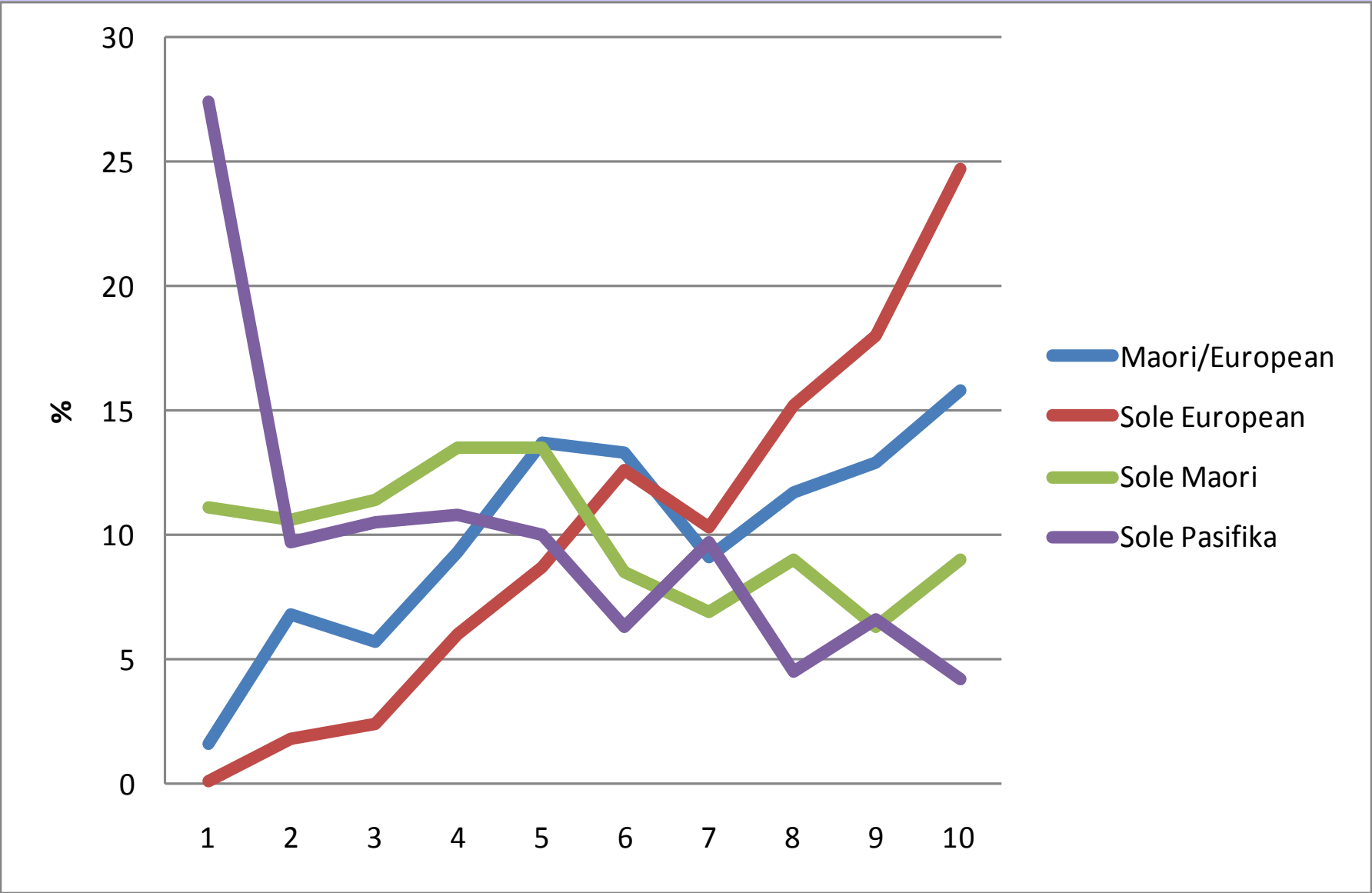
# Three 'gaps' in 2009 – which are officially a problem?



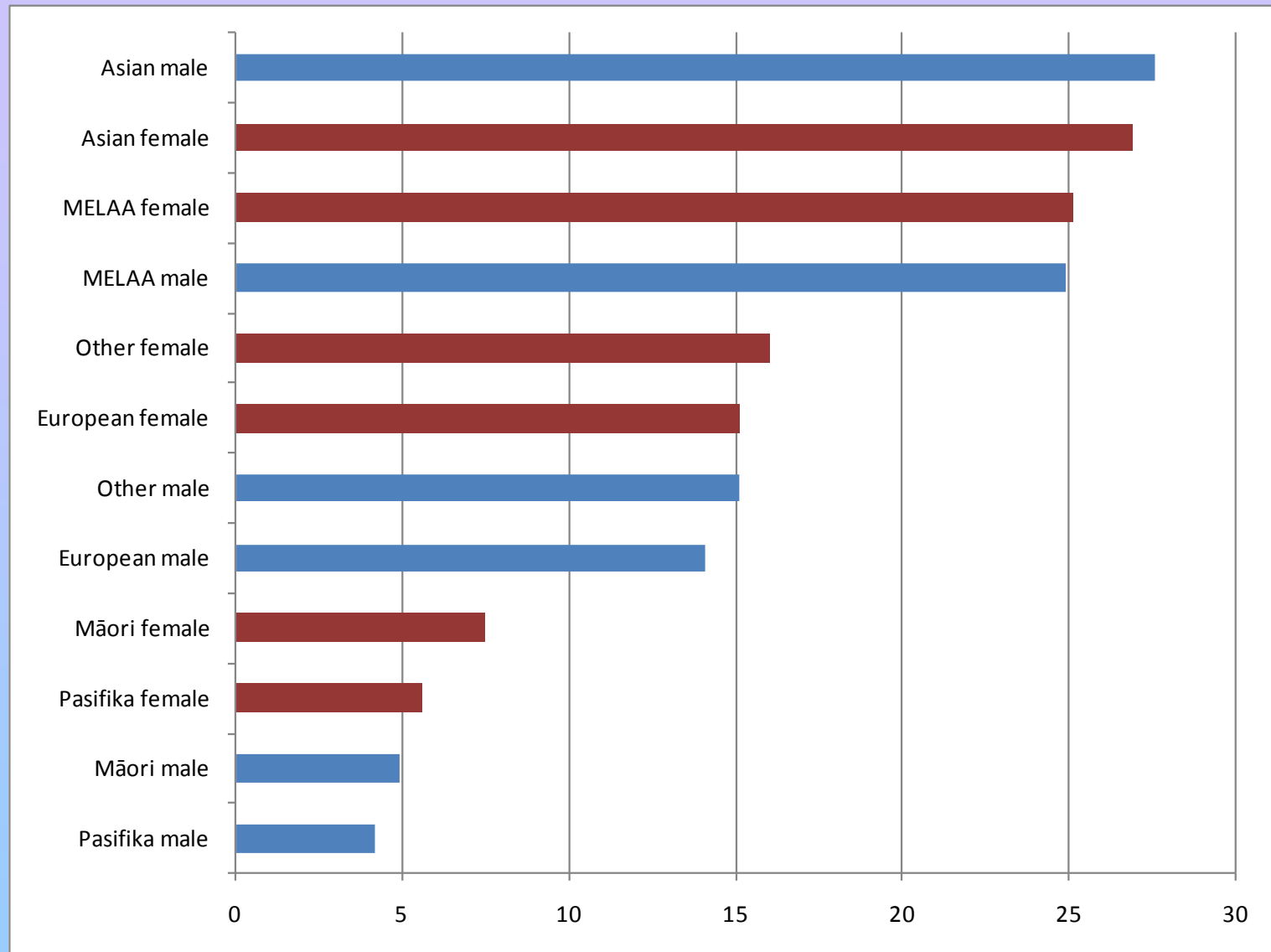
# **% of those studying for a bachelors degree by decile of school they last attended, 2009**



# Distribution of students across school deciles, main ethnic groups 2009



# Migration matters too - % of each ethnic group who held a degree or higher qualification, 2006



# What equality are we interested in?

- Equality of opportunity in education
- Equality of outcome in education
- or
- Outcomes beyond education, for example the pay or mortality gap? Education as an 'enabler'

# There are no easy answers - some theories about boys and school

- Few positive male role models in their lives (fathers, teachers, social workers)
- Single sex schools cater better for boys
- The curriculum has been 'feminised'
- The NCEA system favours girls
- Boys are making active and positive choices not to proceed to UE and university, they have other options
- Its ethnicity rather than gender that actually matters