

Forum de l'Institut  
de Recherches Sociologiques

Les inégalités sociales face à la santé:  
constats, explications et politiques

# Educational health inequalities

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## an institutional approach

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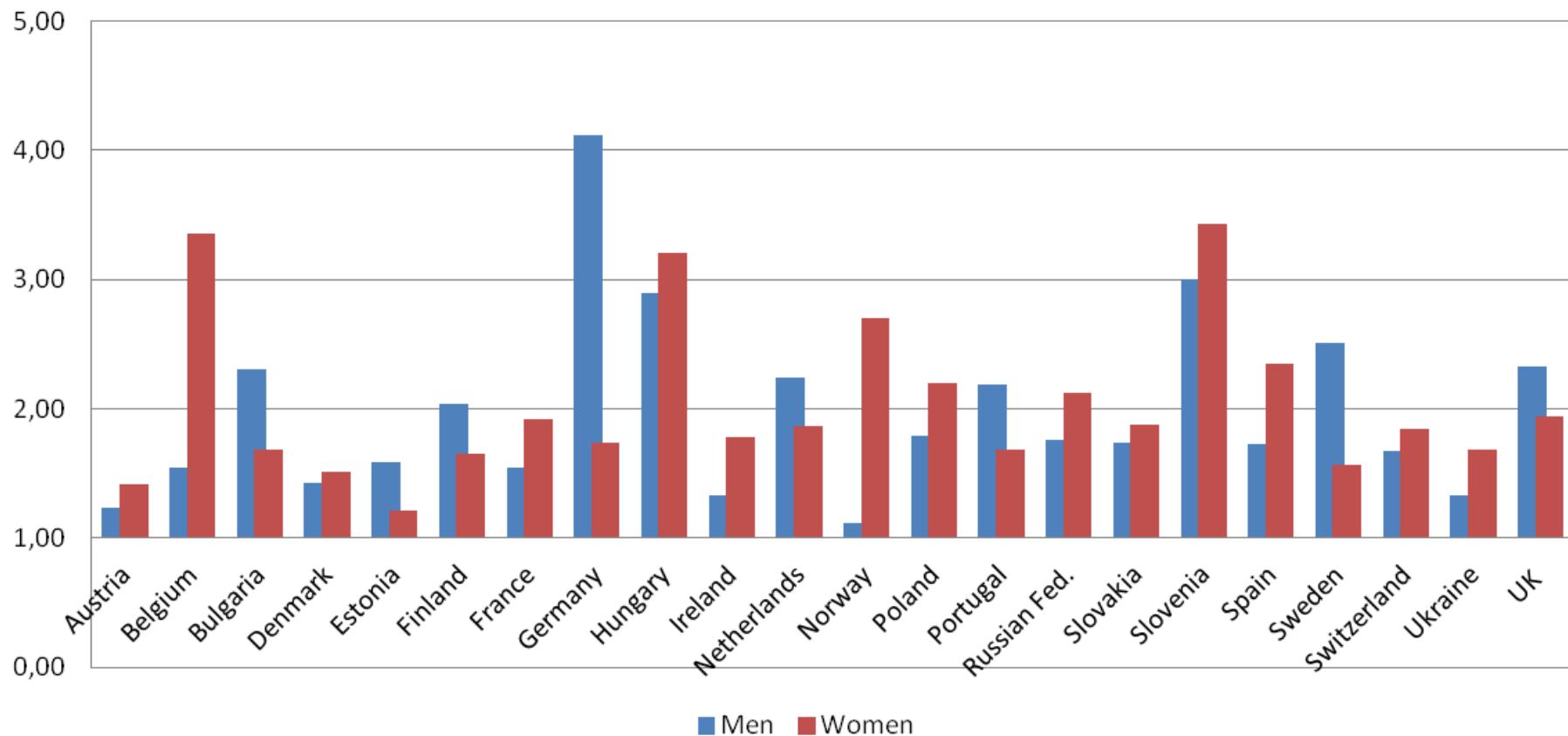
NCCR Lives visiting professor, University of Geneva/Lausanne

# References.

- ❖ Von dem Knesebeck, O., Pattyn, E., Bracke, P. (2010). Education and depressive symptoms in 22 European countries. *International Journal of Public Health*, 56(1):107-10.
- ❖ Bracke, P., Pattyn, E., & von dem Knesebeck, O. (2013). Overeducation and depressive symptoms: Diminishing mental health returns to education. *Sociology of Health & Illness*, 35(8), 1242-1259.
- ❖ Bracke, P., van de Straat, V., & Missinne, S. (2014). Education, mental health, and education-labor market misfit. *Journal of Health and Social Behavior*, 55(4), 442-459.
- ❖ Delaruelle, K., Buffel, V., & Bracke, P. (2015). Educational expansion and the education gradient in health: A hierarchical age-period-cohort analysis. *Social Science & Medicine*, 145, 79-88.
- ❖ Delaruelle, K., Buffel, V. & Bracke, P. (2017), The reversed gender gap and the education gradient in health: A cohort perspective, Ghent University: working paper.
- ❖ Dusal, P., Verhaest, D. & Bracke, P., (2017) Educational inequalities in depression: do labor markets matter? Ghent University Working Paper.
  
- ❖ Freeman, R. 1976. *The Overeducated American*. New York: Academic Press.
- ❖ Van de Werfhorst, H. G. (2017). Vocational and academic education and political engagement: The importance of the educational institutional structure. *Comparative Education Review*, 61(1), 111-140.
- ❖ Wolbers, M.H.J. 2003. “Job Mismatches and Their Labour-market Effects among School-leavers in Europe.” *European Sociological Review* 19(3):249–66



## Depressive symptoms among the lower educated (odds ratios, lower secondary or less versus other, adjusted for age, ESS 2006, weighted sample)



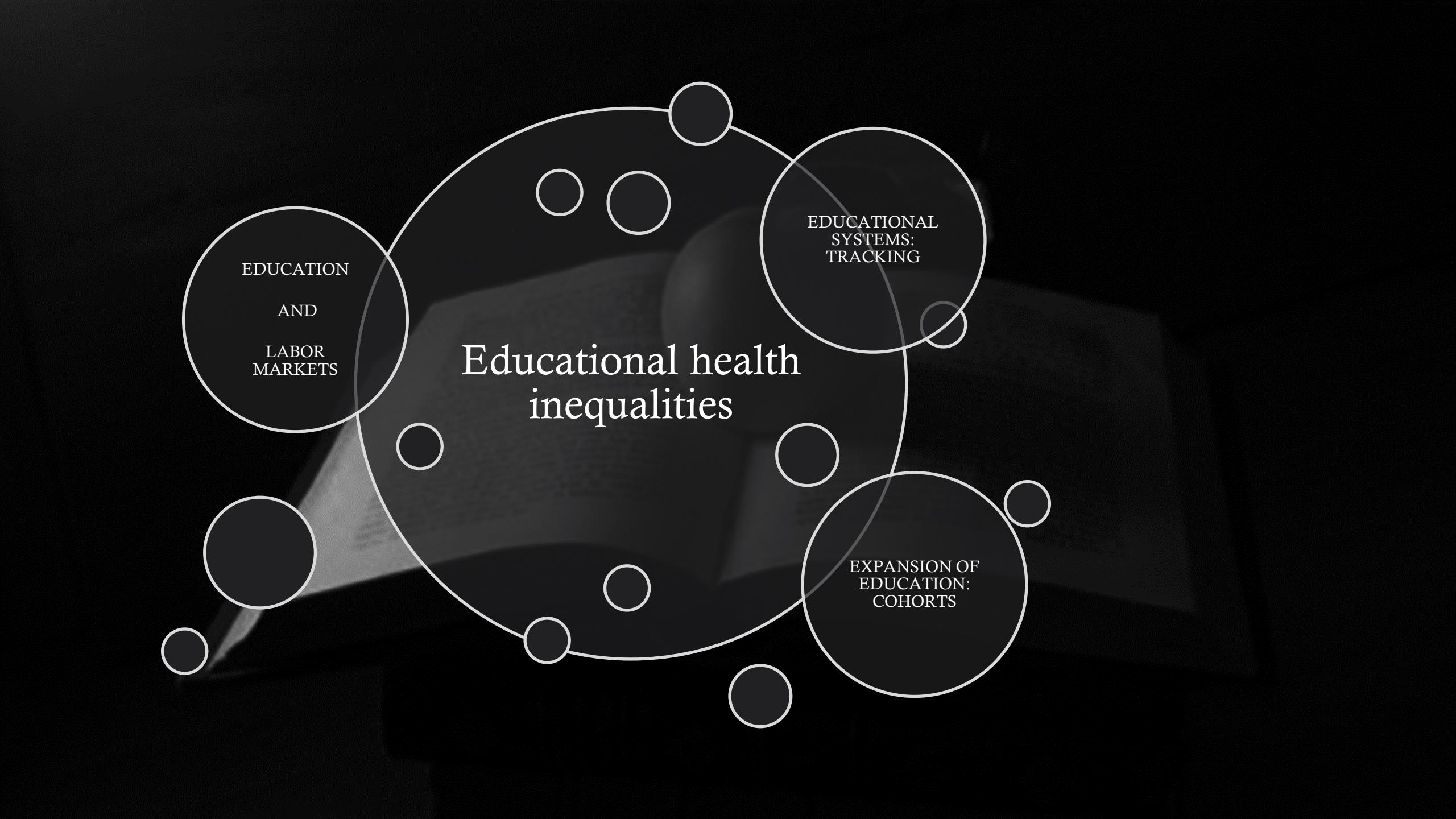
From: Von dem Knesebeck, O., Pattyn, E., Bracke, P. (2010). Education and depressive symptoms in 22 European countries. International Journal of Public Health, 56(1):107-10.

# Education in health research

- ❖ Control variable
- ❖ Proxy indicator of inequality
- ❖ Human capital: competence, resource, life style

# An Institutional approach

- ❖ The expansion of education
- ❖ Education and the labor market
- ❖ The educational institutions and the reproduction of inequalities: tracking

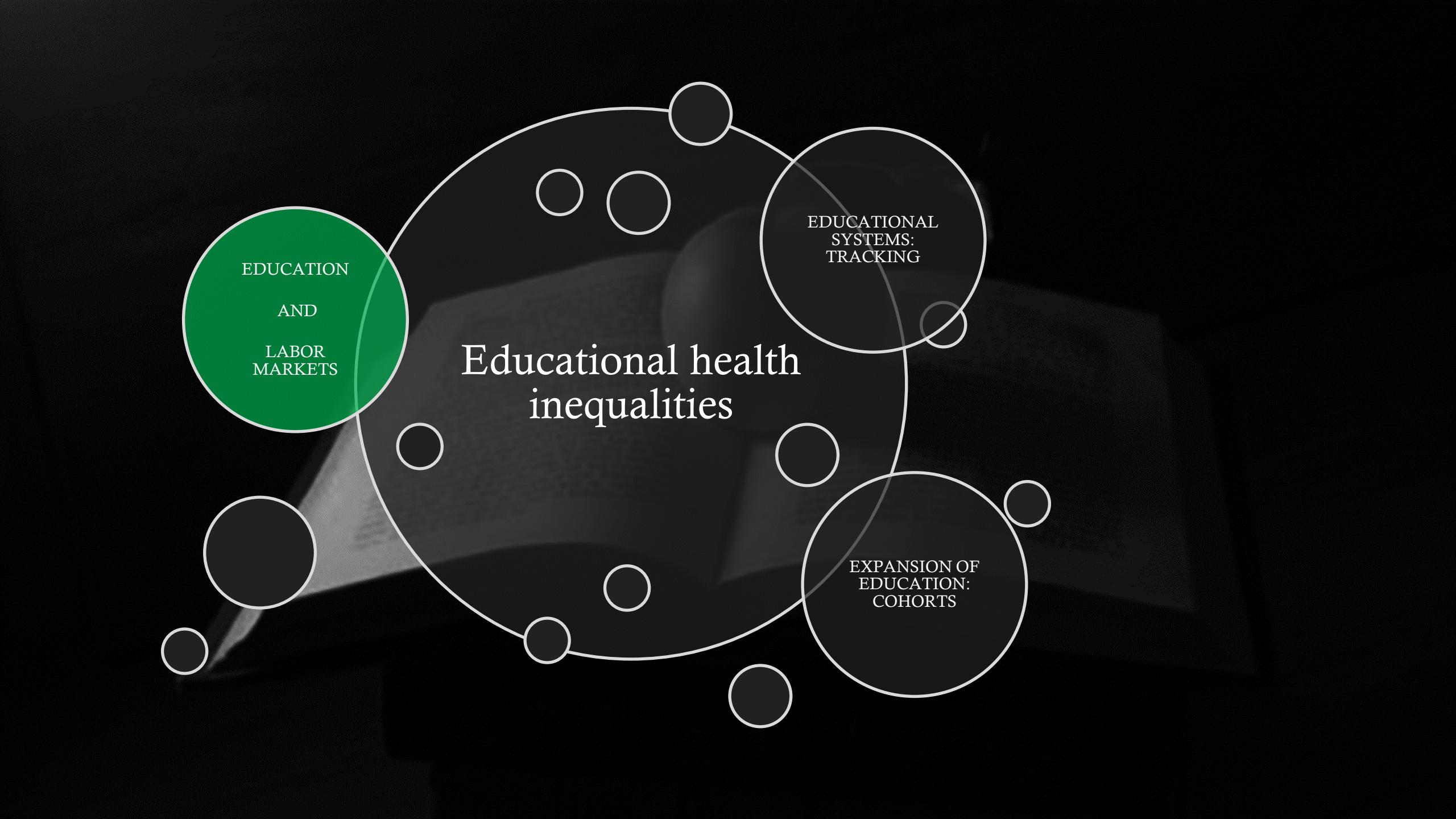


# Educational health inequalities

EDUCATIONAL  
SYSTEMS:  
TRACKING

EXPANSION OF  
EDUCATION:  
COHORTS

EDUCATION  
AND  
LABOR  
MARKETS



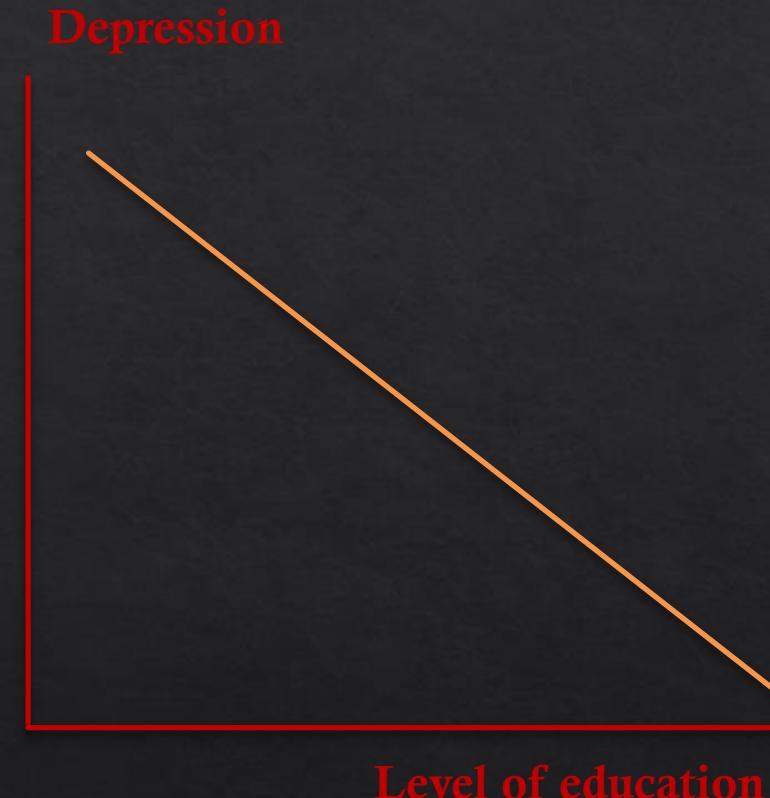
# Educational health inequalities

EDUCATION  
AND  
LABOR  
MARKETS

EDUCATIONAL  
SYSTEMS:  
TRACKING

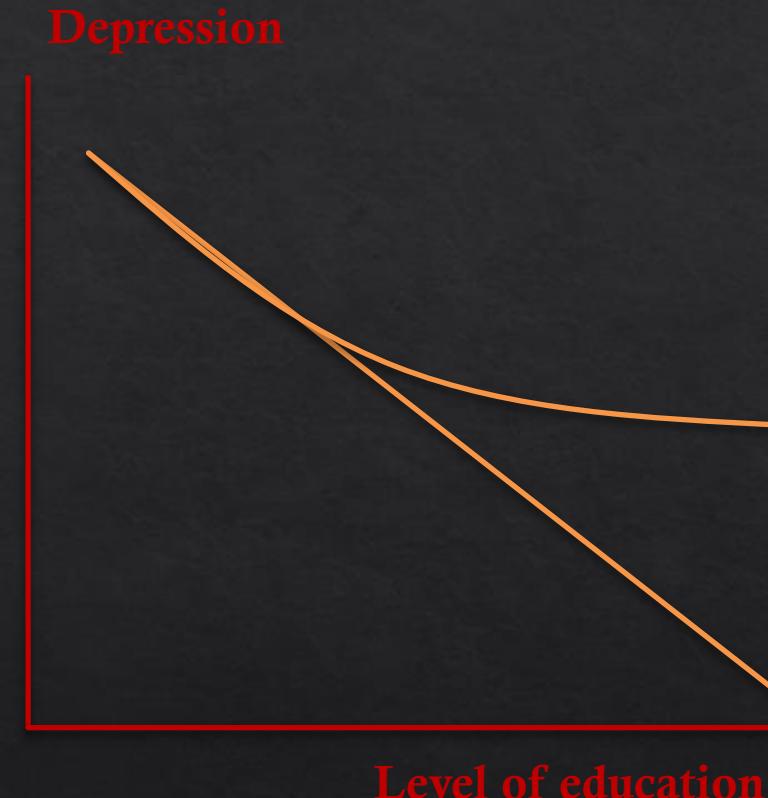
EXPANSION OF  
EDUCATION:  
COHORTS

# Education as human capital



\* From: Bracke, P., Pattyn, E., & von dem Knesebeck, O. (2013). Overeducation and depressive symptoms: Diminishing mental health returns to education. *Sociology of Health & Illness*, 35(8), 1242-1259.

# Education as human capital: diminishing mental health returns



\* From: Bracke, P., Pattyn, E., & von dem Knesebeck, O. (2013). Overeducation and depressive symptoms: Diminishing mental health returns to education. *Sociology of Health & Illness*, 35(8), 1242-1259.

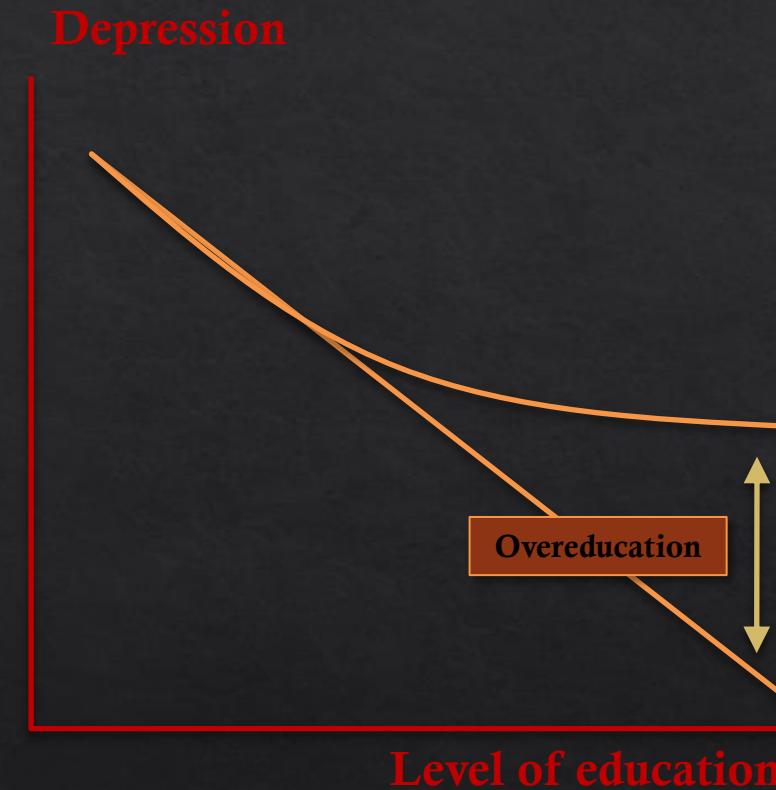
# Overeducation

*“when the level of education acquired exceeds the level of education required to perform the job adequately”*

(Wolbers, 2003)

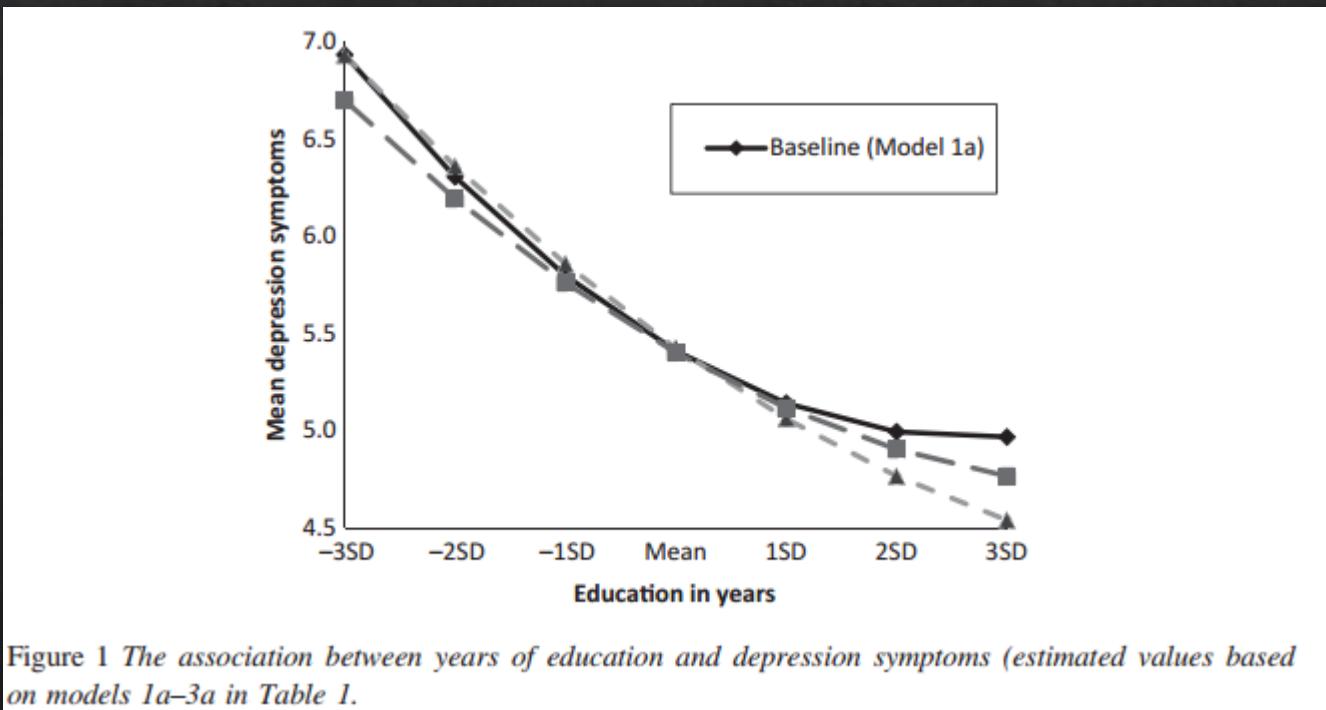
Wolbers, M.H.J. 2003. “Job Mismatches and Their Labour-market Effects among School-leavers in Europe.” European Sociological Review 19(3):249–66

# Overeducation: individual level



\* From: Bracke, P., Pattyn, E., & von dem Knesebeck, O. (2013). Overeducation and depressive symptoms: Diminishing mental health returns to education. *Sociology of Health & Illness*, 35(8), 1242-1259.

# Mental health returns to education and over-education\*



\* From: Bracke, P., Pattyn, E., & von dem Knesebeck, O. (2013). Overeducation and depressive symptoms: Diminishing mental health returns to education. *Sociology of health & illness*, 35(8), 1242-1259.

A close-up, horizontal shot of a row of graduation caps (mortarboards) from behind. Most caps are black with white tassels. Several caps are red, and one cap in the foreground has a black banner attached to its tassel. The banner has the words 'FOR HIRE' printed on it in white, bold, sans-serif capital letters.

FOR  
HIRE

# Overeducation

a labor market condition '*in which individuals cannot realize a sufficient monetary reward from their education*'

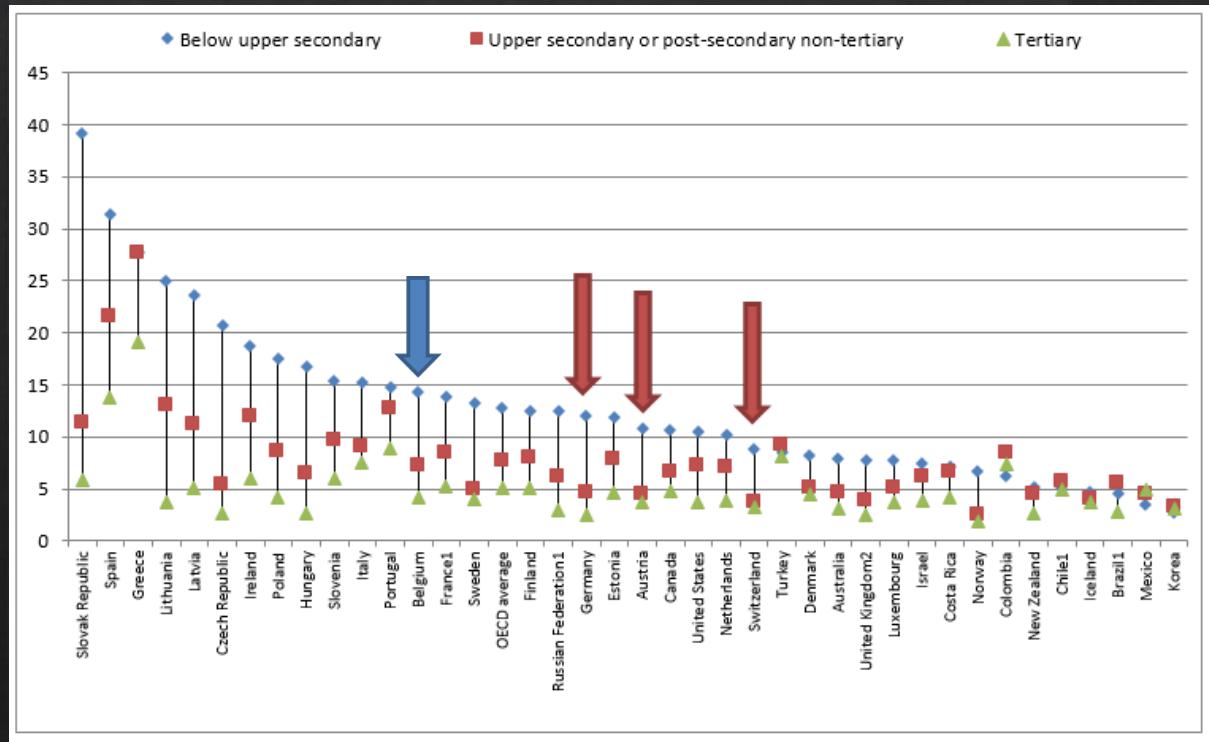
Freeman (1976)

# Economic returns to education (age 25-64 years)

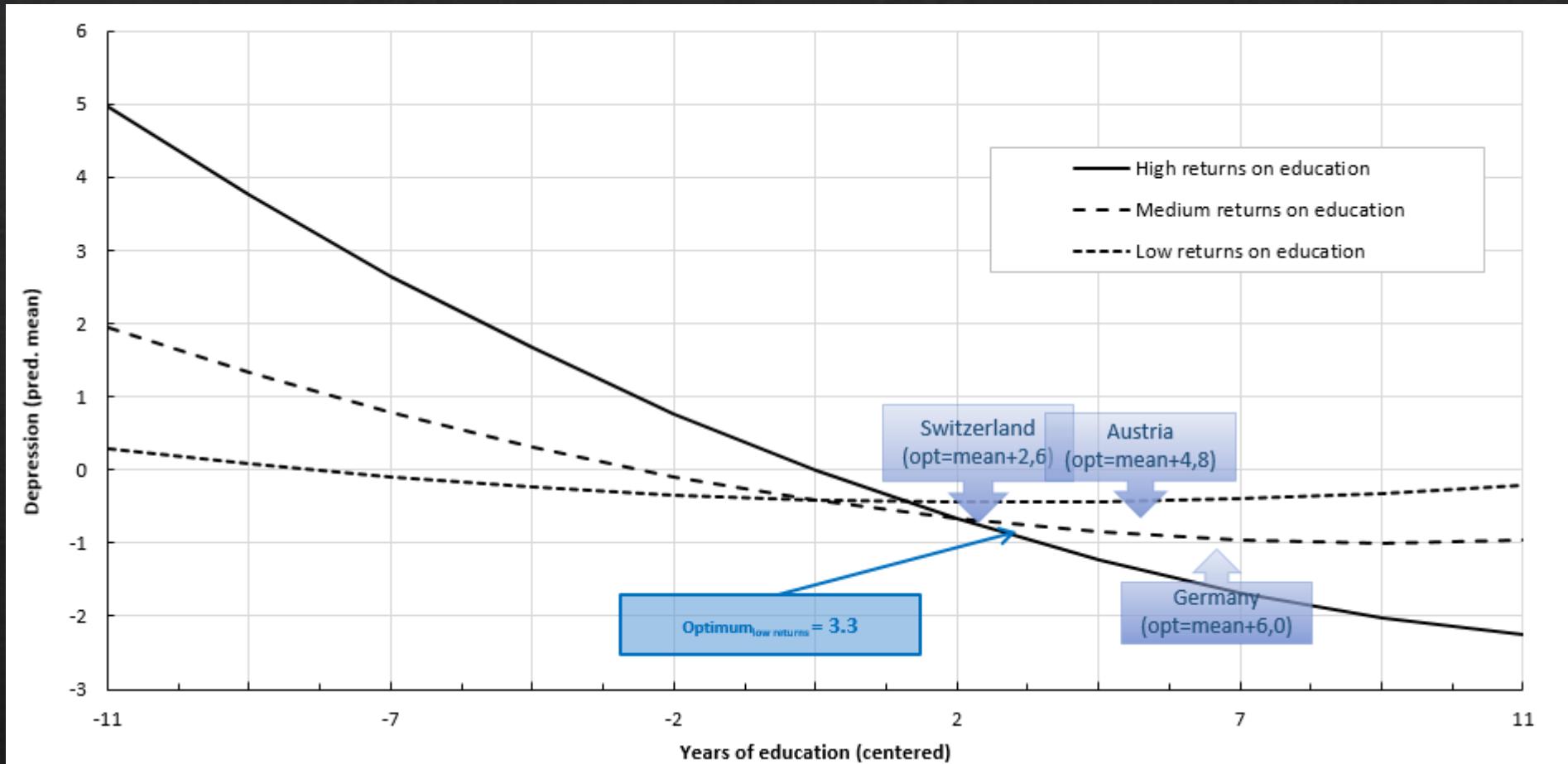
Relative earnings tertiary/others  
& relative unemployment risks



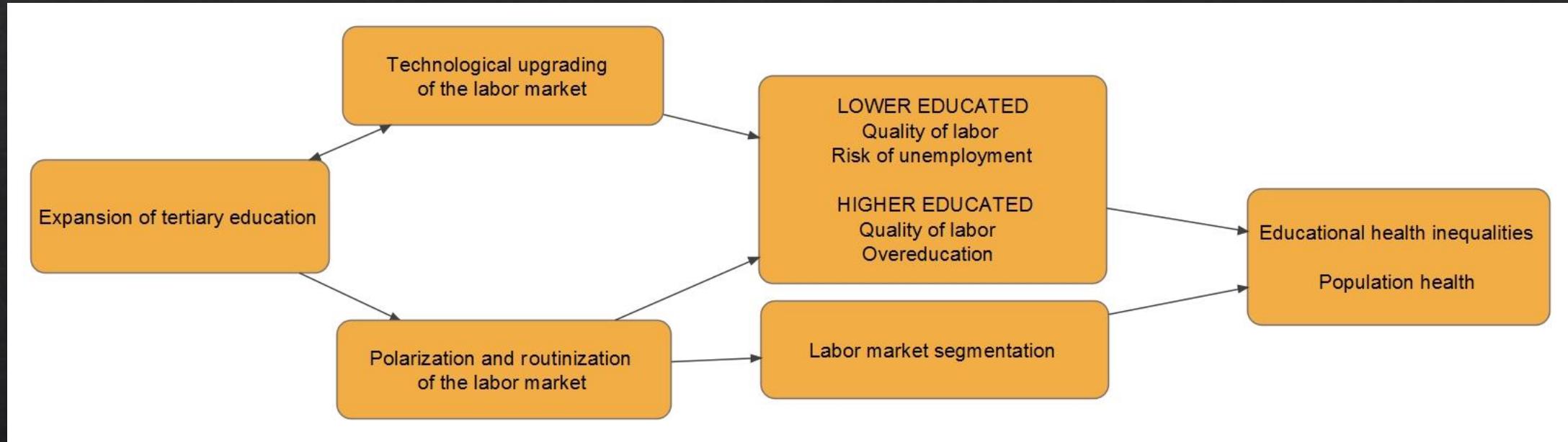
Unemployment rates, by educational attainment  
(2014) \*



# Depressive symptoms, years of education, and economic returns on education\*



Bracke, P., van de Straat, V., & Missinne, S. (2014). Education, mental health, and education-labor market misfit. *Journal of Health and Social Behavior*, 55(4), 442-459.



Dudal, P., Verhaest, D. & Bracke, P., Educational inequalities in depression: do labor markets matter? Ghent University Working Paper.

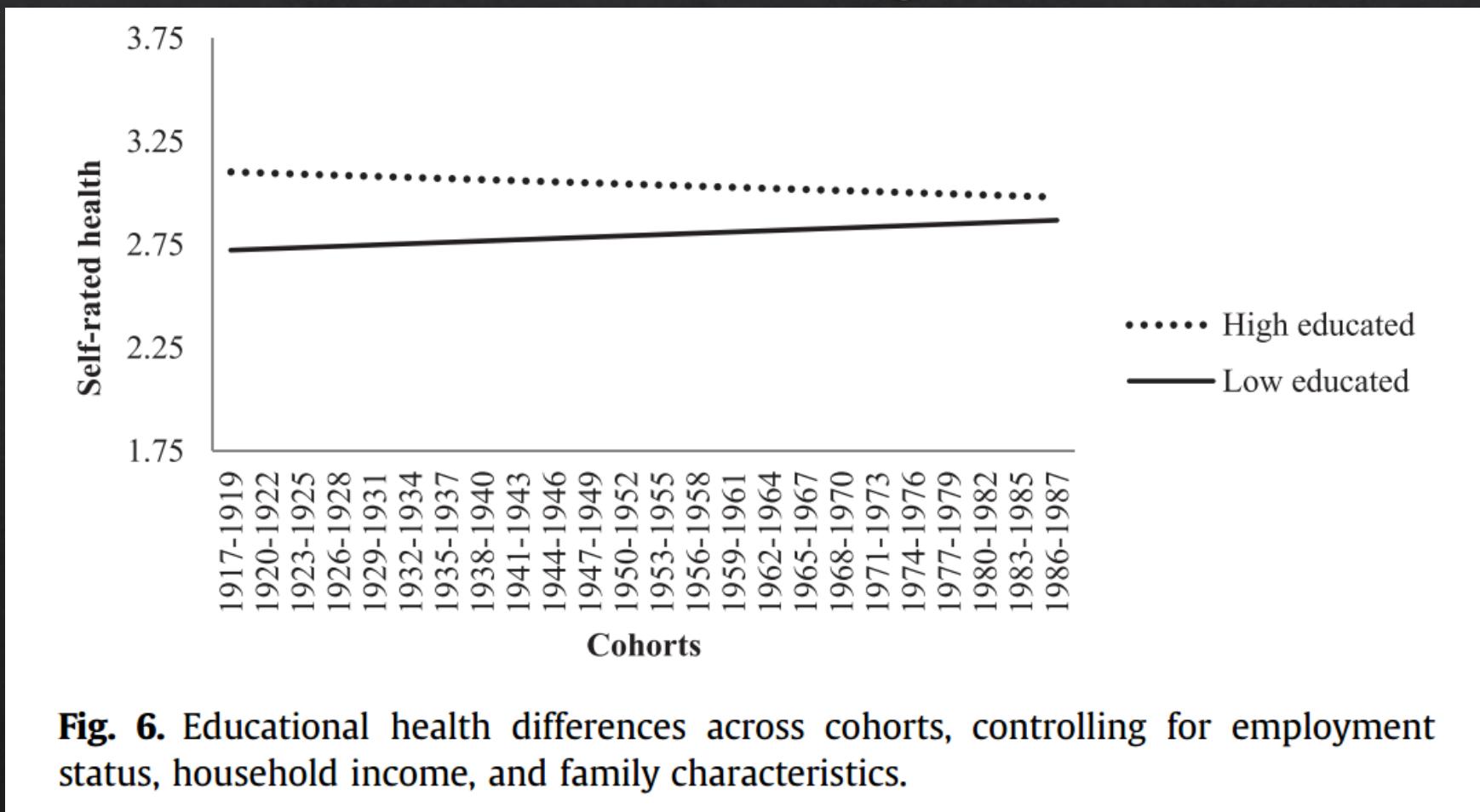
# Educational health inequalities

EDUCATION  
AND  
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EDUCATIONAL  
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# Educational expansion and the education gradient in health: cohort and age differences\*

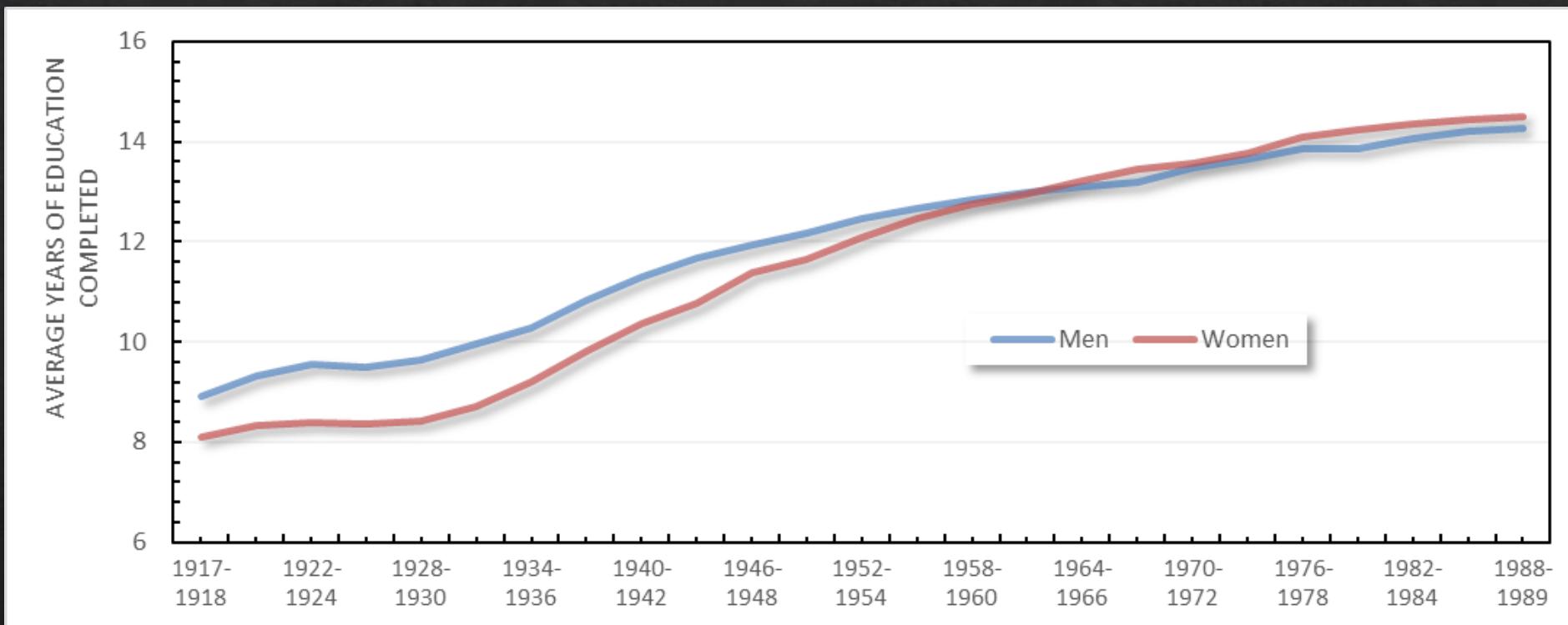


**Fig. 6.** Educational health differences across cohorts, controlling for employment status, household income, and family characteristics.

\* From: Delaruelle, K., Buffel, V., & Bracke, P. (2015). Educational expansion and the education gradient in health: A hierarchical age-period-cohort analysis. *Social Science & Medicine*, 145, 79-88.

# Reversed gender gap in education

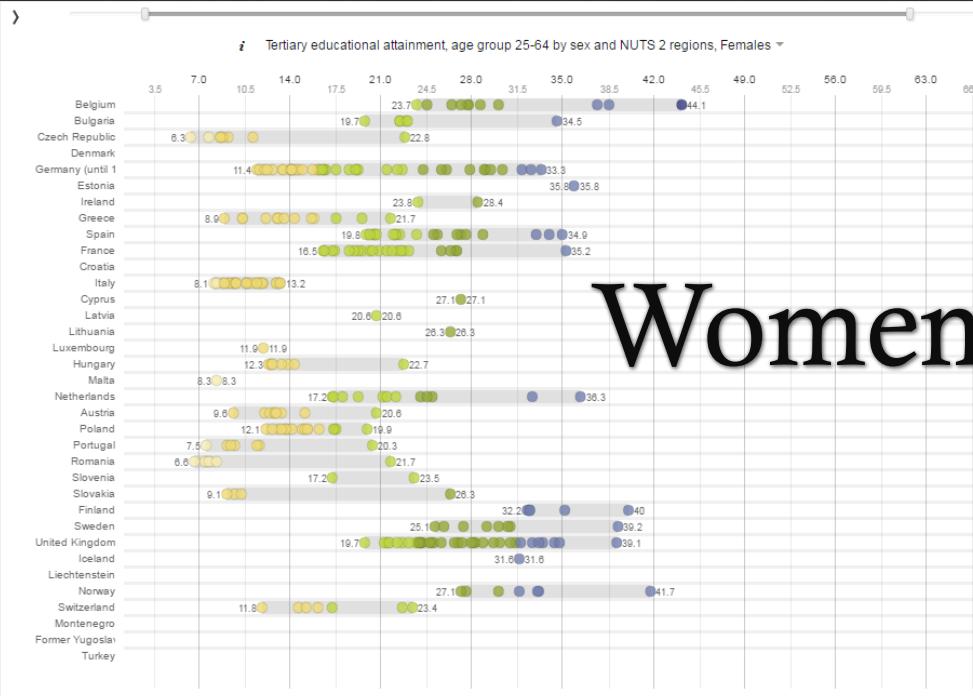
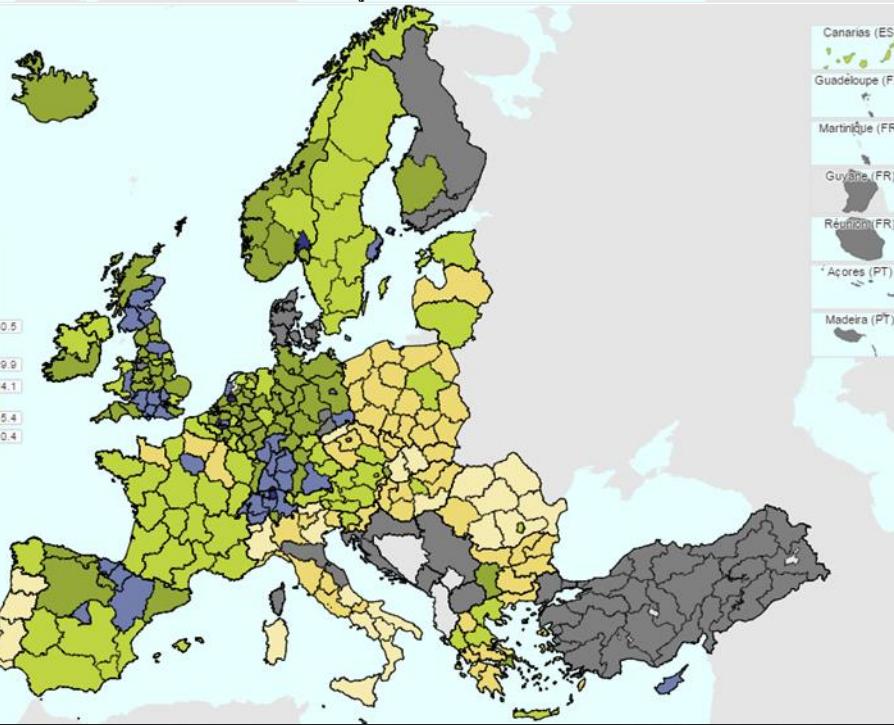
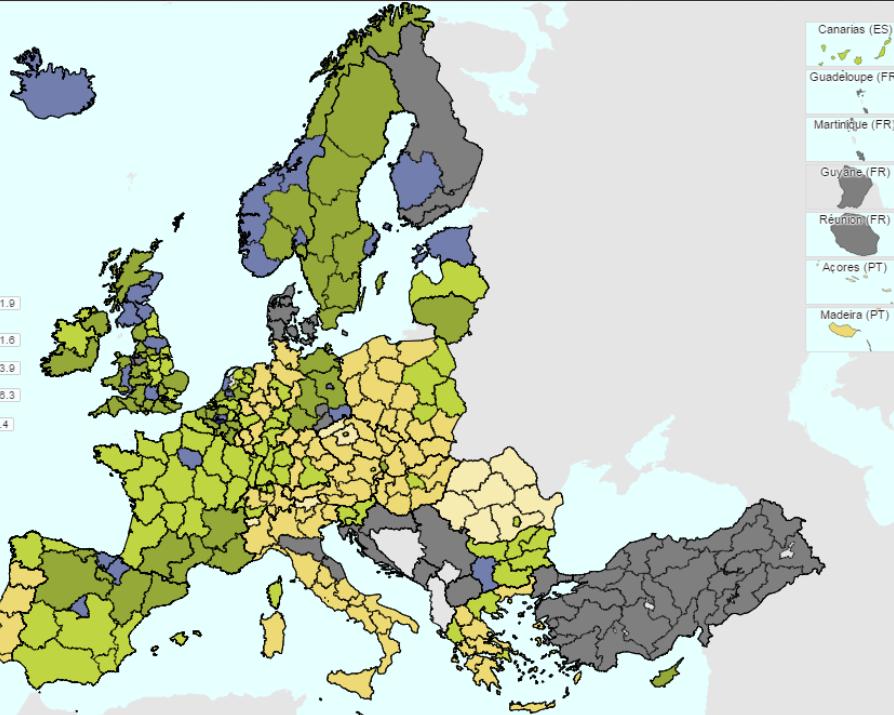
Average years of education completed by gender and cohort (ESS 2002-2014)\*



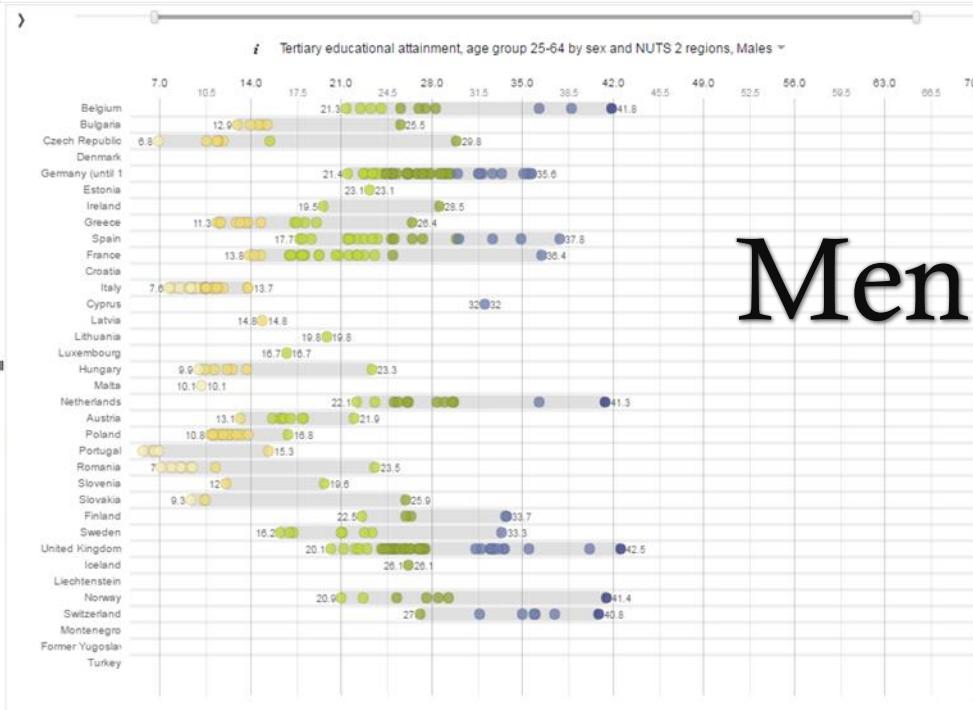
\*From: Delaruelle, K., Buffel, V. & Bracke, P. (2016), The reversed gender gap and the education gradient in health: A cohort perspective, Ghent University: working paper.

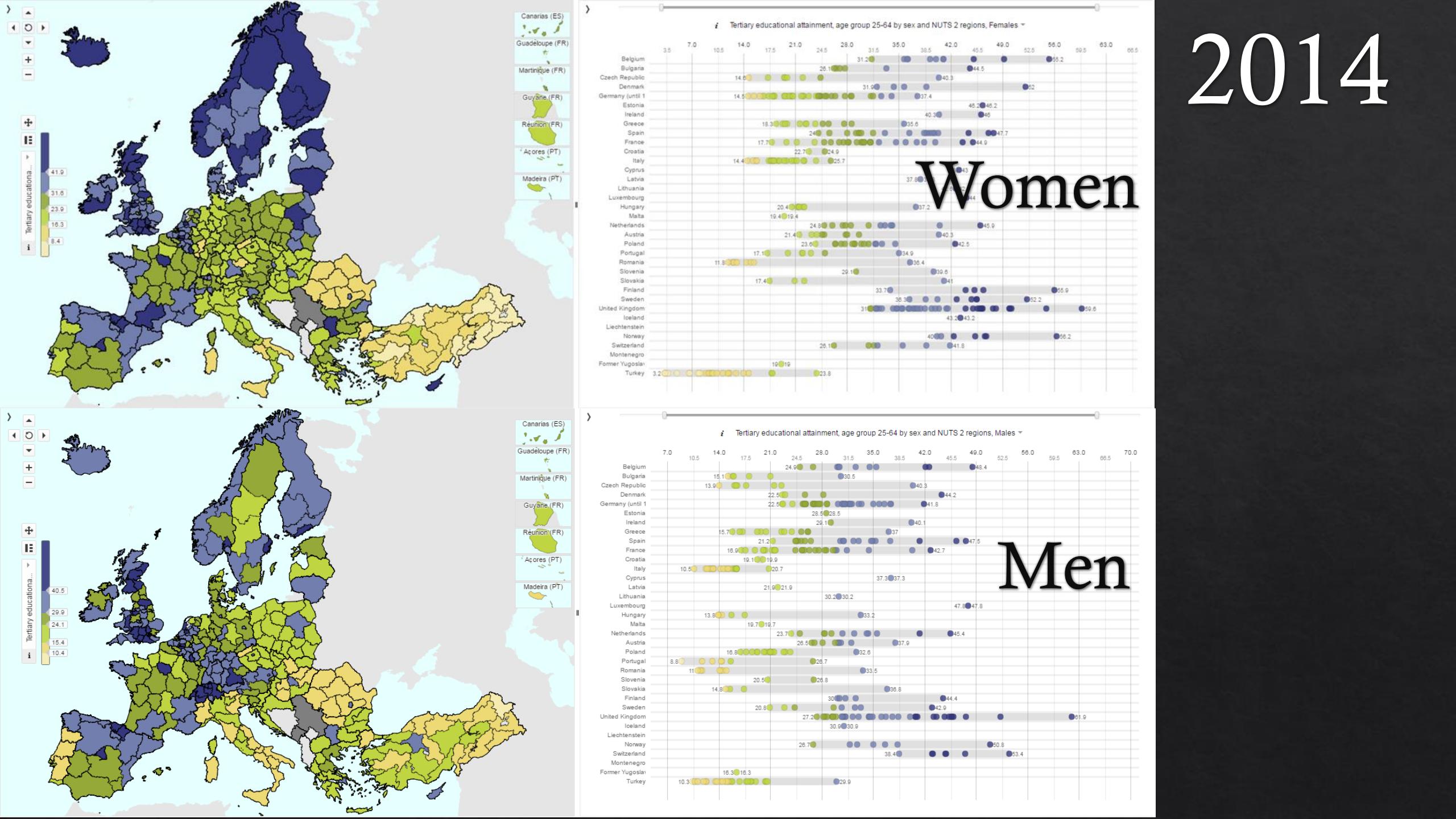
# 2003

## Women



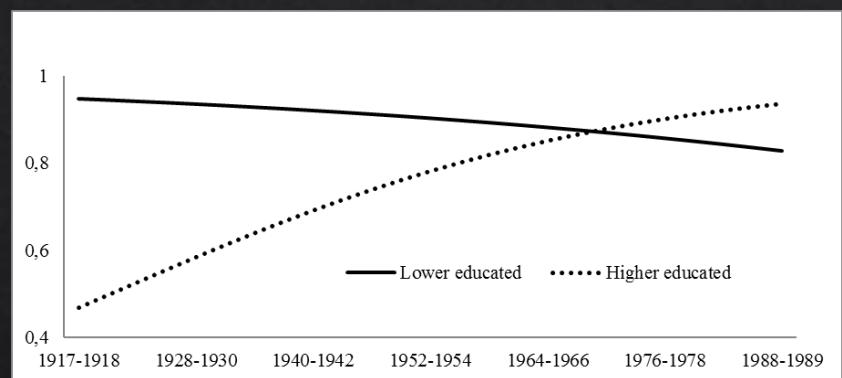
## Men



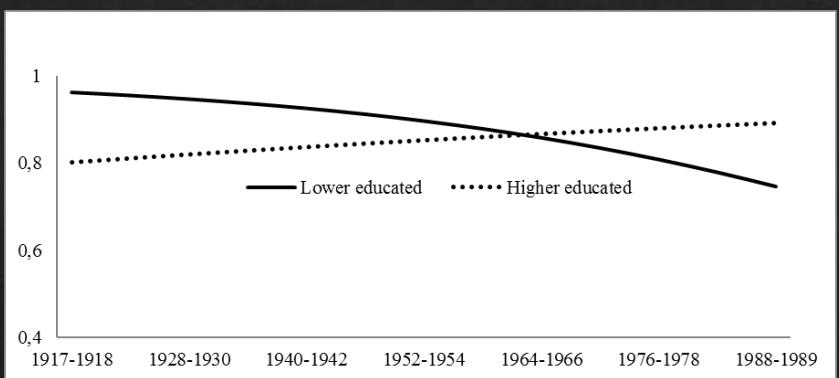


# Reversed gender gap in education and allocation in the marriage and labor market

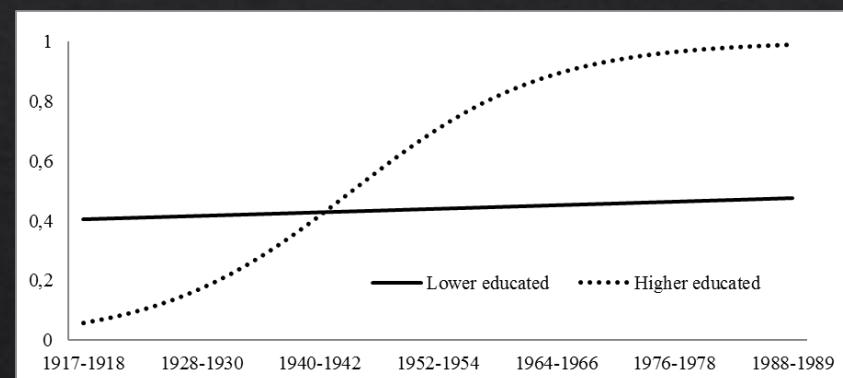
Predicted probability of being **married** (vs. **divorced**)



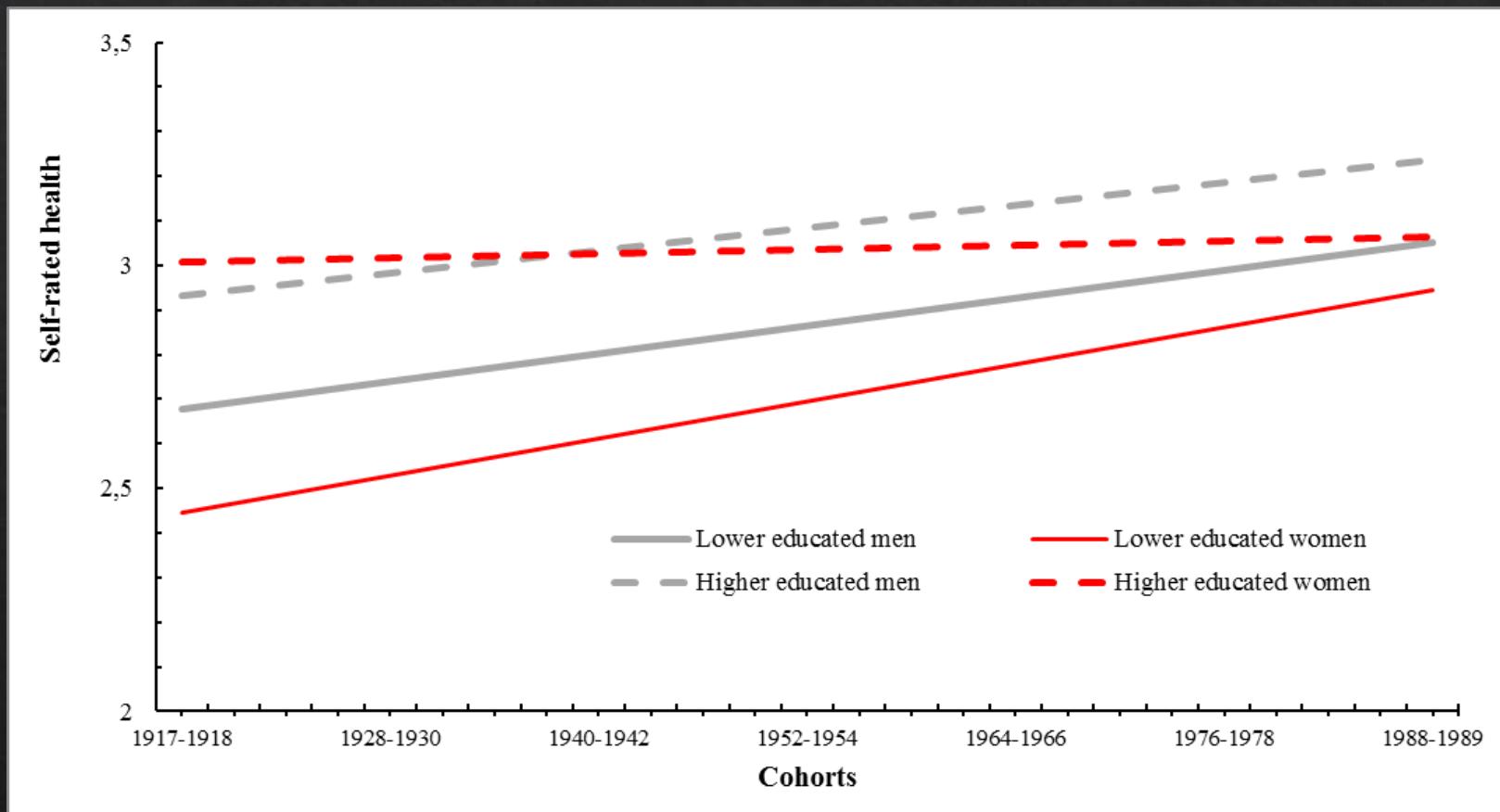
Predicted probability of being **married** (vs. **single**)



Pred. prob. of being **employed** (vs. **homework**)



# Gendered expansion of education and cohort differences in self-rated health



\*From: Delaruelle, K., Buffel, V. & Bracke, P. (2016), The reversed gender gap and the education gradient in health: A cohort perspective, Ghent University: working paper.



Maldegem Sint-Antonius school.





# Educational health inequalities

EDUCATIONAL  
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# CURRICULAR TRACKING

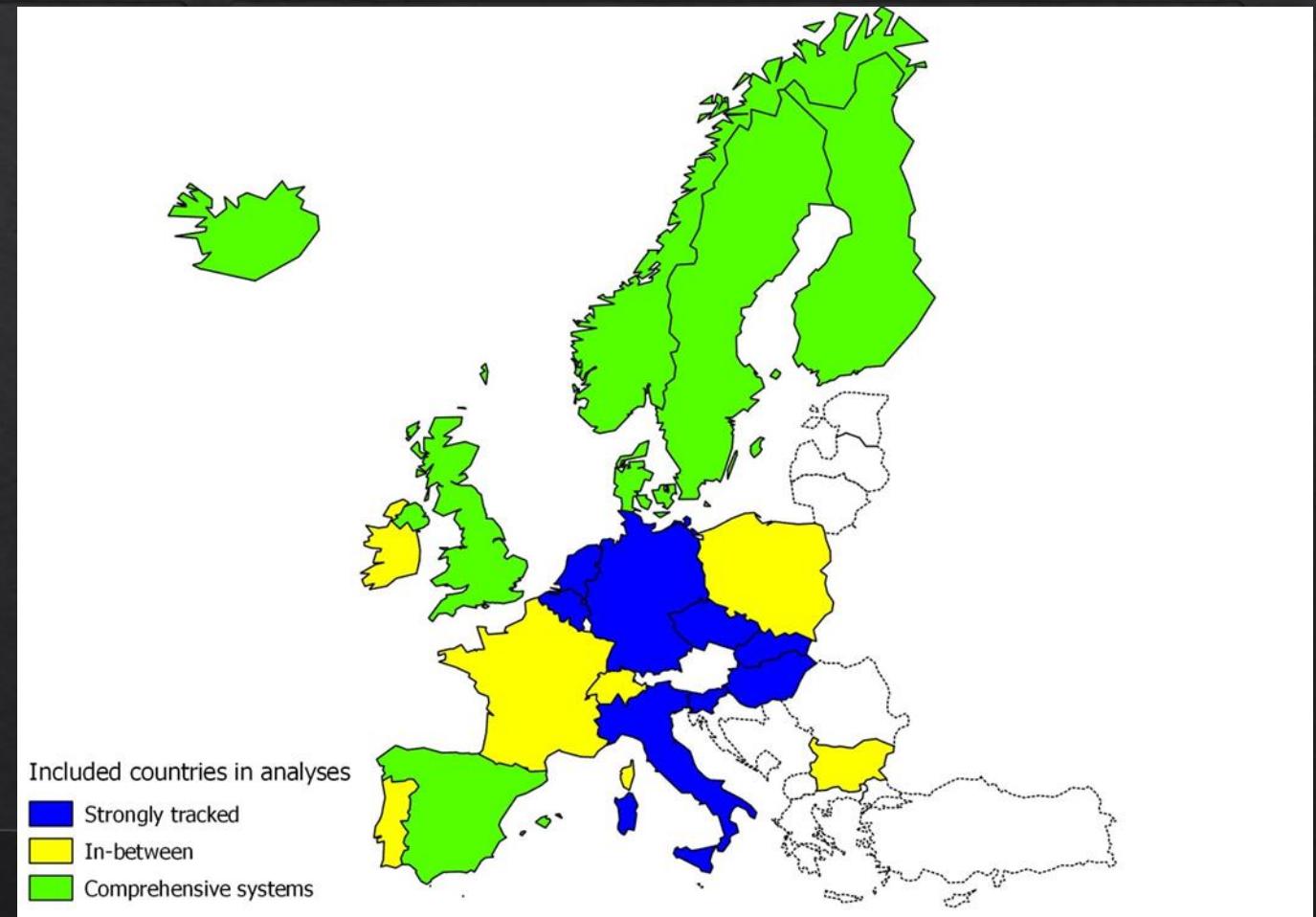
- ❖ DEFINITION

Between-school tracking refers to “the extent to which students are sorted in separate ability-grouped schools, at which ages this occurs, and how many different schooltypes are offered” (Van de Werfhorst, 2011)

- ❖ MEASUREMENT: Tracking Index: (i) age of first selection (ii) the number of different school tracks available to a 15-year-old student (iii) the length of differentiated curriculum expressed as a proportion of total length of primary and secondary education (Van de Werfhorst, 2011)

# Tracking: country differences

DE – Germany	1,79
CZ – Czech Republic	1,67
HU – Hungary	1,3
SK – Slovakia	1,06
BE – Belgium	1,04
NL – Netherlands	0,97
SI – Slovenia	0,76
IT – Italy	0,18
CH – Switzerland	-0,02
PT – Portugal	-0,04
PL – Poland	-0,04
BG – Bulgaria	-0,07
IL – Israel	-0,13
IE – Ireland	-0,13
RU – Russia	-0,25
FR – France	-0,48
ES – Spain	-0,8
IS – Iceland	-0,88
FI – Finland	-0,93
DK – Denmark	-0,93
SE – Sweden	-1,06
NO – Norway	-1,08
GB – United Kingdom	-1,08



# School tracking and educational health inequalities

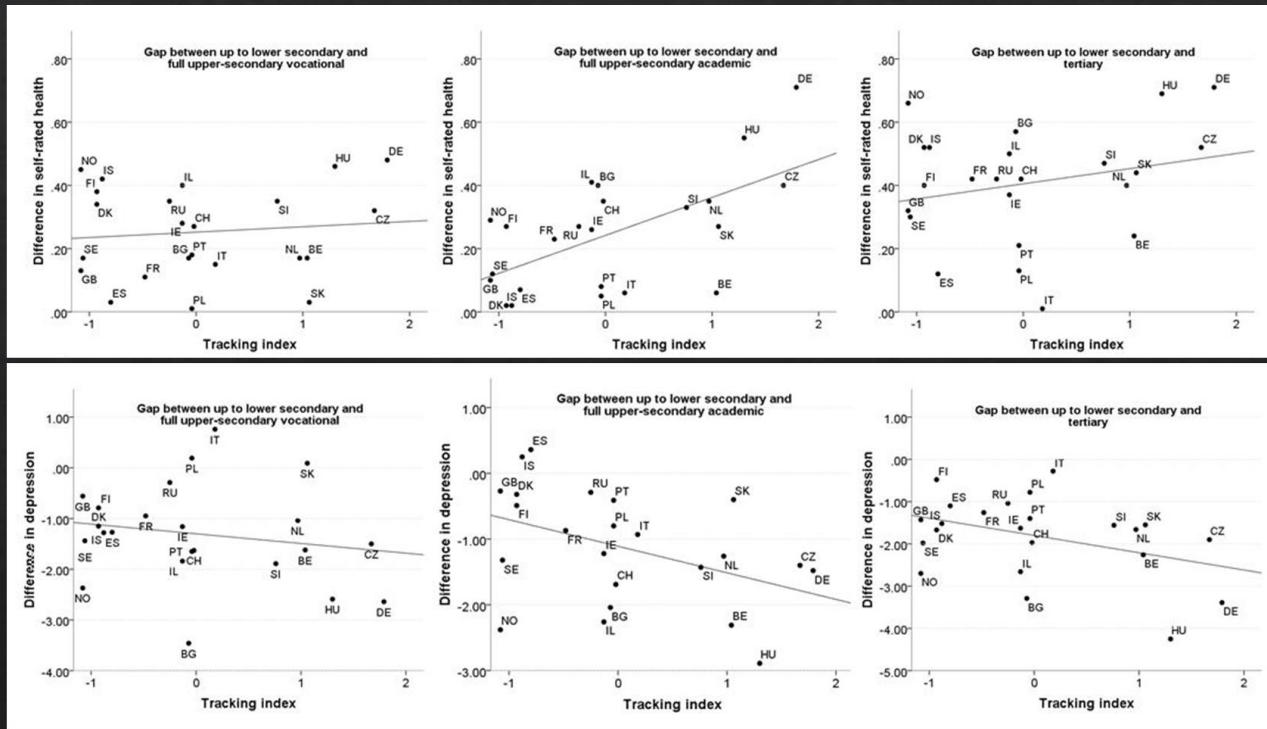
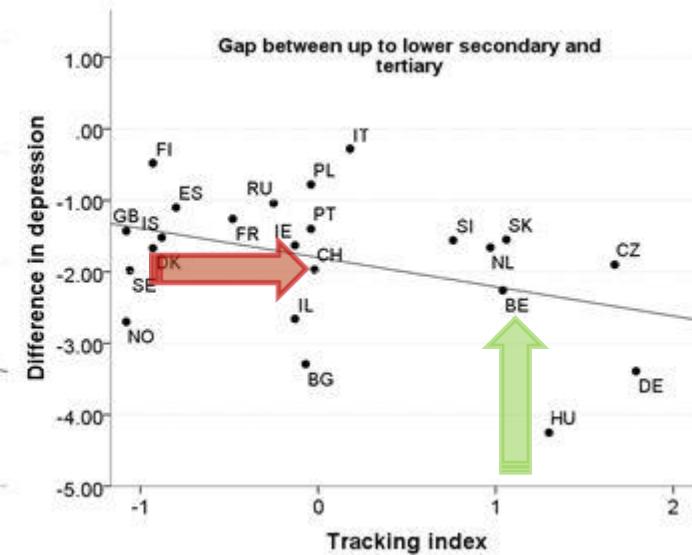
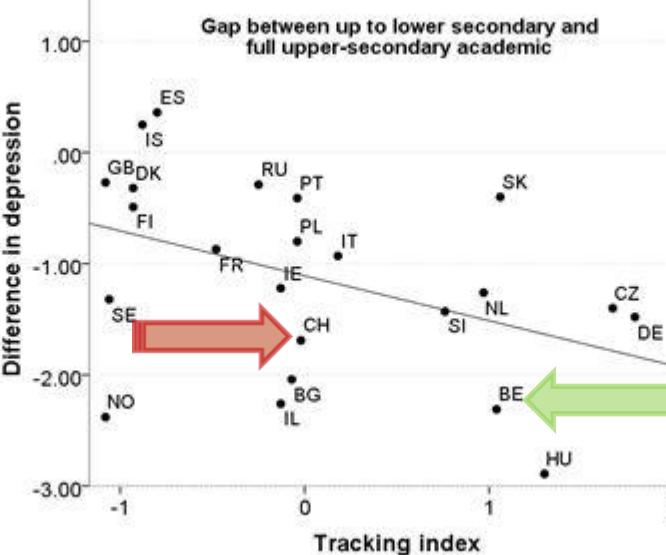
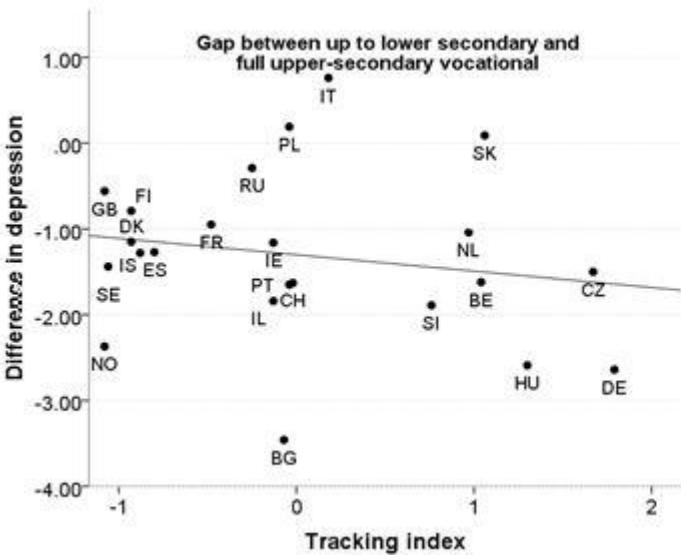
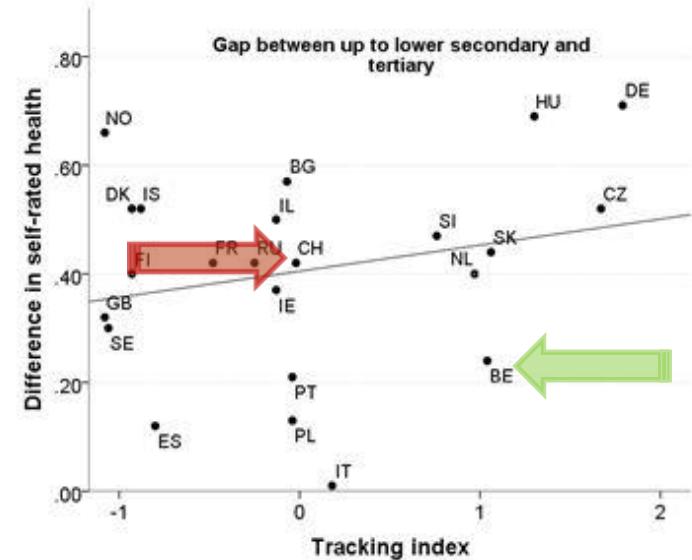
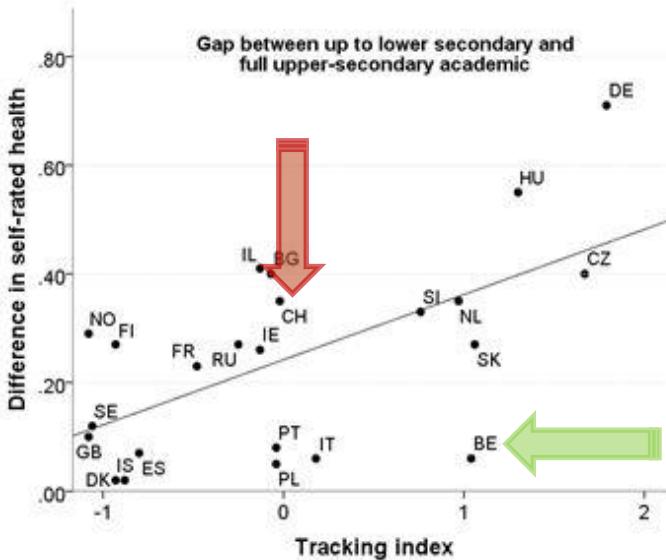
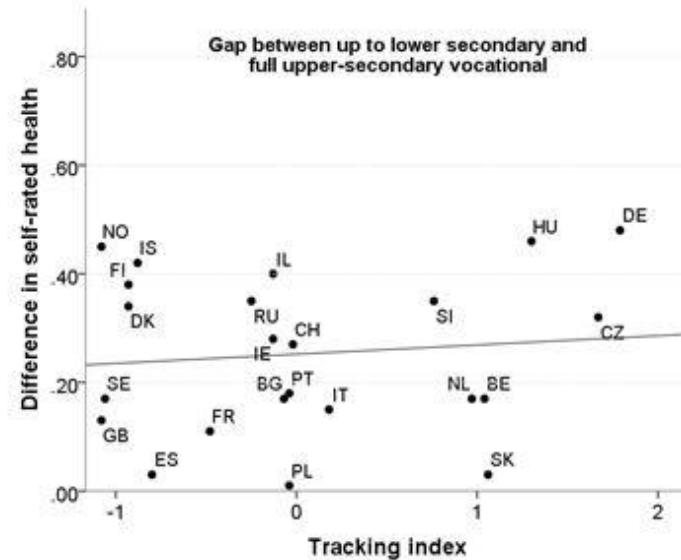


Figure 1. A – Gap in self-rated health between up to lower secondary on the one hand and full upper-secondary vocational/general, and tertiary education on the other by level of educational tracking. B – Gap in depression between up to lower secondary on the one hand and full upper-secondary vocational/general, and tertiary education on the other by level of educational tracking.





Shawdei  
Orwitz  
Hannah  
Honeyman  
1908

1908  
Honeyman  
LINE W.F.  
1908

TwinBlae  
Juliette  
Honeyman  
1908

1908  
Honeyman  
1908

# Towards institutional theories of population health

- ❖ Sociological attention for the social conditions that allow for health inequalities to emerge
- ❖ Liberate the control variables !
- ❖ All policies can be health policy



Feel free to contact me

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