

In my dissertation I deal with the problem of persistent educational inequalities. The participation in continuing education determine to a great extent one's life opportunities. That's why the promotion of equal educational opportunity is so important. The decision made in order to reduce social inequalities by means of education should be based on an argument that reproduction or intensification of these inequalities constitutes unfairness or even discrimination in the use of individual social rights. There's no freedom when deprived of an available alternative and furthermore it isn't morally admissible to handicap however a person by admitting criteria different from degree of capacity and individual effort. Moreover I call attention to some fateful consequences of the extension of market strategy into the field of education and I analyze different theoretical approaches to redistribution in order to put everybody on an equal footing with the access to education. In the third part I dissert upon principal sociological theories which try to explain the genesis and the probable reproduction of educational inequalities. I draw attention to the meritocracy principle, different theories of reproduction of educational structure and to the rational choice theory. The free access of masses to the superior degree of education didn't remove inequalities as I argue in the fourth part. No matter how desirable the democratization appears, the structure dispose of implements able to create new ways of inequalities even in the democratic situation.