



RESEARCH PAPER

An Analytical Viewpoint of the Educational Perspectives of Karl Marx's Communist Manifesto

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ABSTRACT

The study was conducted to analyze the educational perspectives of communist manifesto. The objective of the study was exploring the role of education in promoting class inequality, determine the role of current education system towards providing equal opportunity for learners irrespective of their socio-economic status and identify role of education system in promoting obedience and the acceptance of hierarchy, which eventually reproduces capitalism. Everybody do not have an equal chance to continue their studies in our current education system, because in our education system, all that matters is how much money you have to continue your education. Instead of merit, people are getting selected for different roles on the basis of socio-economic status. Education is transmitting the ideology of ruling class. Additionally, education is replicating fresh families of labour who have been taught to accept their role in capitalist society, education promotes obedience.

KEYWORDS Communist Manifesto, Current Education System, Marxism and Education, Reproduction of Capitalism, Theoretical Challenges to Marxism

Introduction

In the middle and latter part of the 19th century, Karl Marx travelled over Europe and witnessed a lot of unfairness and poverty. The more he explored, the better he was able to define what he saw in terms of wealth and unequal availability of resources. He stated that the dominant group (bourgeoisie) was exploiting the middle class (proletariat). The middle classes was compelled to labour long hours in dire circumstances for less salary than they deserved, while the ruling class grabbed the profits earned by the selling of the items they manufactured. As a result, the ruling elite became wealthy while the working class lived in poverty and had no way to improve their situation. According to Marx, the bourgeoisie do not provide actual education and instead use it to promote bourgeois ethical ideals. However, Workers, according to Marx and Engels, get experiences during working under capitalism serve as a significant source of education, and Marx really thought that schooling and work should be merged from the age of nine. Combining education with employment, in the opinion of Marx and Engels, would raise people's understanding of the (labor exploitation) nature of capitalism. (Engels, 1975, p. 243) thought that education might lead to greater awareness because "A well-informed proletarian will not want to stay in the enslaved situation in which our present proletariat finds itself." According to Marx, they all should

collaborate to carry a revolution that would overthrow the ruling class. Unfair capitalism would be replaced with equality for all under communism (Marx & Engels, 1967, p. 92)

Traditional Marxists argue that the bourgeoisie of the dominant elite are promoted by the educational system. "The views of the governing class have always been the dominant ideas in each age" (Marx & Engels, 1967, p.102). For these elites, the educational system serves three purposes: reproduces inequality of class (working class children are less likely than middle class children to graduate from high school and get middle class jobs.), supports the inequality of class by means of the "myth of meritocracy." Additionally, by exposing children to a hierarchy and authority, it favors capitalist employers. The truth is that middle class pupils, who typically experience material and cultural hardship, perform academically considerably worse than wealthy kids is strong evidence that schools can indeed mirror class imbalance. The 1988 Education Act benefited the elite classes (Ball Bowe and Gewirtz), who also have more material and cultural capital (Reay).

Education has no purpose other than to help people grow. Growth and education go together because education alone has no final aim (John Dewey, 1978). Education combines human development and growth with social legacies (Kohnstamm and Gunning, 1995). Education is referred as a method of education that enables one to acquire and comprehend ideas that are more complicated and objects. The cognition and patterns of behavior of people with formal schooling are associated with overall education. (Big Indonesian Dictionary, 1991). The existence of private schools is strong evidence for Marxism, since it enables the wealthiest families to give their kids a better education, raising their chances of acceptance to elite universities. When we analyze elite professions like medicine, law, and journalism, we find strong evidence that class inequality is reproducing. A relatively large percentage of those in these occupations received their education privately.

Literature Review

Marx (1863) demonstrate that there are two categories of commodities: those that are distinct from labour force and those that are not. Labor power is an internal good that refers to a person's ability to work and produce surplus value. Physical commodities (such as the end results of laborers' labour) as well as services and intellectual property are examples of commodities that are external to humans (e.g. knowledge). The only commodity that produces a value greater than itself is labour, making it special. The instant somebody started speaking to Marx regarding morality, he would explode with sadness (Vorlander, 1904). Fundamentally, Marx is concerned in the oppressor's moral upbringing during the liberation revolutionary process. Marx need such a theory of moral education that describe the inspirations of the communist revolution. He wants a description about how large groups of working people come to the decision to start a uprising in their mutual importance (Miller, 1998).

According to Marx, socialism would be achieved when alienation is eliminated and mankind get more aware of it and independent over their own lives has many implications for education. According to Marxist theory, alienation is a situation of employees caused by a lack of affiliation with the outcomes of their job and a sense of control or oppression in a capitalist society. However, Marx and Engels They did not place a high priority on schooling in their work, at least not entirely of receiving a formal training in a school, because they thought that instead of society becoming more

enlightened as a consequence of socially aware opinion, it would change through class conflict and civil action.

Even though formal schooling did not occupy the bulk of Marx and Engels' time, according to Cole (2007), they equally thought that in attempt to carry this basic structural transformation, it was essential to get a thorough grasp of the forces that would lead to capitalism's extinction. For all Marxists, it is crucial to advance such innovative knowledge since, according to Marx and Engels, it is the working class that is required to carry out "the monumental act" (Engels, 1892), or to be identified as change agents more extensively.

Education and Reproduction of Capitalism

Capitalism is often believed to be expansive. It becomes more urgent to develop new ways to invest the surplus money as it produces more and more capital as well as a profit. Many have come to believe that the fatal flaw of capitalism is found in its obsessive desire to expand and spread to new hosts. It does so consciously, even at the negative expense of impoverishing countless numbers of people and therefore creating an army of potential enemies on a worldwide scale. But it also creates its own growth restrictions by consuming natural resources. However, the desire to remove all trade restrictions and barriers to investment, particularly over the last twenty years or so, is what has unintentionally come to be known as globalization today. Globalization has become a modern all-access pass for large corporations and the ruling class by trampling over barriers put in place to protect smaller or less developed countries. They have been able to widen their reach into untouched natural resources, especially in developing countries, and find a wealth of readily available, cheap labour (also, mostly in the developing world).

Education and training socially produce labour force, which is a characteristic of the capitalist mode of production. Human capital serves as the source of labour force in a capitalist society, or the ability of staffs to labour. With increased globalization, business owners require labour with higher levels of human capital than their rivals do in order to compete. Rikowski claims that as a result, there is an increasing "sense of purpose and social desire to confine support and learning to the social creation of working population under capitalism" The global movement to privatize education is clear evidence of this strength as it aims to greatly expand capitalist control over the structure and content of education while also increasing revenues from the educational process itself. Malott, (2014) stated in their study that nearly every kind and size of educational institution is accountable for providing the additional labour hours in the form of education and training needed by capital to create workers whose labour power is useful. The replication of specific types of workers required by the existing (and future) demands of global capital is what educational labor-power contributes to. However, teachers' work also has an important ideological component that helps to develop a labour force that is willing to sell their valuable resource for a wage that is equal to or even lower than the amount needed to reproduce the laborer's existence for another day's work, leaving the rest of the working day, free.

It's critical to comprehend the school instruction in a capitalist society, according to Cole (2007). Louis Althusser (1971) distinguished between the Repressive State Apparatuses (RSAs) and the Ideological State Apparatuses (ISAs), which he refers to as the state, bureaucracy, military, cops, judiciary, and jails. Force and control are largely used by the ISA. However, the RSAs generally operate on the basis of philosophy. It's

important to keep in mind that both the two political institutions employ violence and ideology.

Althusser claims that the academic institutional system has replaced the previously dominant ISA (network of multiple religious institutions), which was "put in the top spot in advanced capitalist social systems" (Althusser, 1971). Althusser argued that school systems are essential for imparting the ruling ideology since no other ISA mandates that almost all children go to school classroom for eight hours per day, five days per week. The "understanding" that children are educated at school, instead in Althusser's view, is really the controlling philosophy of the dominant elite. According to fellow neo-Marxist, "In this structure, every group of youngsters discharged on the path is actually prepared with the belief which matches the role". One advantage of the academic ISA for such dominant elite would be that, although its central role in parties' political debate, schooling in practice is not amplified as unbiased in an electoral politics sense but was most emphatically not regarded as a device for financial and cultural replication.

Marxism, Education, and Current Challenges for Capitalism

In 2010, The "Pupil as Manufacturer" framework of schooling, introduced by University of Lincoln, a British representation about an innovative framework and strategy to higher learning (HE) that combines Marx and Socialist principle in an educational environment and roles academic workforce and pupils as main players in the rebellion to capitalist society. This strategy, which combines concept and action, openly challenges the corporate structure and the future of university schooling (Maisuria, 2017). Marx's early works, on which "Student as Producer" is founded, aimed for creating circumstances in which pupils might recognize themselves in a world they helped create (Neary, 2016). Although the University of Lincoln has acknowledged the "Student as Producer," Neary, emphasize that university still continues to neoliberal principles and is "committed to the existing university education program's establishment of educational ideals". This is against the backdrop of the growth of neoliberalism, in a moment, inspired a number of educators at Lincoln and carry the extreme principles underlying "Pupil as Manufacturer" beyond the university to form a separate exceptional educational enterprise.

A variety of neo-Marxist objections of SCA are made by Madan Sarup (1978). He specifically criticizes SCA for its determinism and functionalism. Sarup contends that Bowles and Gintis' structural - usable and financial constructionist worldview, despite their dedication to the Marxist goal of overturning capitalism. To put it another way, reading SCA gives the idea that all are extremely resistant to alteration and "sewn up." There is nothing that can be changed about the fact that schooling produces the workers that capitalist system requires. A number of scholars (Carnoy, 1985) have used the relative autonomy theory has issues with predicting when "the last occurrence" will actually occur as well as the trend for comparative independence to turn into whole independence and abandon the Marxism objective overall.

Rikowski proposes for completely abandoning sociologist schooling and to begin a study for connection between education and capitalism using the idea of labour power. It is commonly recognized that the analysis of commodities, whose accumulation underpinning the capitalist mode of production, serves as the foundation of Marx's major opus, *Capital* (Marx, 1887).

Education in the Communist System

Florian (2014) conducted a research in order to develop a hypothetical structure for an investigation for function of advanced schooling in the communist organization, the research suggested few stages. The researcher uses institutional method to investigate anywhere advanced schooling might fit into the wider communist system and investigates advanced schooling as a portion of that organization. Is that the objective of the colleges to create a skilled workforce for the advancement of industry? Is there alternative logical or philosophical goal? These were fundamental inquiries that the research of B. Florian (2014) seeks to provide a foundation for resolving. B. Florian (2014) concluded that there has not yet been much development in the field of research on higher education in communist nations.

According to Dobbins and Knill (2009), Romania's higher education system was built for "workers upbringing divisions in accordance with philosophical standards." agrees, saying, "The purpose of this system was to convert advanced schooling institutions to give accommodations for teaching a minor amount of very skilled professionals".

Even in terms of organizational structure, logical investigation and schooling were two separate practices: advanced schooling institutions offered training, while investigation groups supplied inquiry and revolution. As a result, Mihăilescu (2003) stated that logical study at universities was "intensely limited, that contributed to misleading aim of organizations." Another important aspect was the Communist Party's unified organizational structure, which included both academic and scientific institutions. The lack of funds for both investments and ongoing expenses has been brought up here as well as frequently in Pasti (1996). One of the worst effects of the reforms made during communist regime, according to another report, was the "detachment of an emerging class (35-45 years old) in investigation and innovation and its enforced integration in industry" (Pasti, 1997). In summary, Romanian advanced schooling foundations served as factories used for training highly qualified workforces while being terribly less funded while having no official ties to other scientific pursuits like research. Murgescu (2010) points out, the regime was not always so tough on institutions, and there was a sense of the schooling system opening up during 1960s and to some extent in the 1970s. Due to the removal of some entry barriers, the restoration of formerly excluded scholars, and lastly the regaining of the expelled educational positions, it mainly affected access to higher education specializations (Murgescu, 2010).

Like any other system, higher education was governed by central activity planning. The entire process of higher education was purposely designed, from inputs to outputs to results. Or did it? In fact, we are now unaware of the precise level of planning that took place, as well as the criteria and procedures that in actuality produced particular outcomes. For instance, the decision to allocate colleges 50% of the overall places for academic programmes important to businesses is unknown to us, nor do we realize who made it and where it has been made. Given that the pay earners structure shows that the movement in the labour market toward industrial occupations was much slower than anticipated, it is obvious that numbers and statistics were not truly employed to support this claim.

Material and Methods

This part deal with participants under study and how they were selected. Also, the tool being used to collect and analyze the data of respondents. Quantitative research

design was used to conduct this study. The study is descriptive in nature and cross-sectional survey was conducted to investigate the research problem. The research was conducted from undergraduate and postgraduate students of Faculty of Education, in University of Education. Township, Lahore. So, the survey procedure was use for collecting the planned information, by using the questionnaire. Population of this study was the undergraduate students and postgraduate students of education from Faculty of Education, in University of Education. Township, Lahore. The study was descriptive by nature. Sample of study was comprised on total of 100 undergraduate and postgraduate students of education from faculty of education, convenient sampling technique was used, as it was the most suitable method of collecting data considering resource limitations. Questionnaire was distributed among hundred respondents. All the respondents returned the questionnaire. Questionnaire is used for collection of data for this study. Likert scale is used in the questionnaire.

Data Collection/ Administration of Instrument

The instrument was administrated among male and female undergraduate and postgraduate students. . Questionnaire was distributed and explained to 100 students and they were assured that the data will be kept confidential and not be used for any other purpose except this study. There were three factors (Role of Education in Promoting Class Inequality, Influence of Socio Economic Status on Education, Education system supports capitalism) included in questionnaire and each factor had seven questions. Total 21 questions were asked in this questionnaire. After collecting the data, it was analyze by SPSS software. Statistics like mean, standard deviation (SD), percentage and frequency were applied using SPSS.

Out of 100 respondents, 38% were males and 62% were females. Age of 31% respondents were below twenty years and 69% were between 20 to 25 years old. 34% respondents were undergraduate while 66% were postgraduate.

Results and Discussion

Table 1
Role of Education in Promoting Class Inequality

Sr.	Statements	Mean	SD
1	Our results depend on our commitment and capability, and we all should get a same chance of achieving.	4.55	0.50
2	Lower class students are responsible for their social failure instead of society	3.75	0.81
3	Failing is a function of personal inefficiency, not of capitalism's requirement for a physical workforce	3.12	1.11
4	Some of the students chooses to fail so they do not have to continue education, because there are so many rules need to be follow in education.	2.86	1.17
5	Everybody have equal chance to continue their studies in our current education system.	3.16	1.50
6	In our education system, it does not matter how much money you have to continue your education.	2.81	1.45
7	Education is dividing people into classes, like wealthy students have opportunity to continue their studies in private institutes	4.09	0.91

Table 1 Shows that item# 1 and 7 have the highest mean value (M=4.55 & 4.09 with SD= 0.50& 0.91) that means most of the respondents agrees that Our results depend on our commitment and capability, and we all should get a same chance of achieving. Furthermore, education is dividing people into classes, like wealthy students have opportunity to continue their studies in private institutes. Item# 2, 3 and 5 shows that

most of the respondents were undecided about whether lower class students are responsible for their social failure instead of society and Failing is a function of personal inefficiency, not of capitalism's requirement for a physical workforce. Besides, respondent were not sure whether everybody have equal chance to continue their studies in our current education system. Item# 4 and 6 have the lowest mean value (M=2.86 & 2.81 with SD=1.17 & 1.45) it indicates most of the respondents disagrees about students chooses to fail so they do not have to continue education, because there are so many rules need to be follow in education. However, in our education system, it does matter how much money you have to continue your education.

Table 2
Influence of Socio Economic Status on Education

Sr.	Statements	Mean	SD
1	Those who have rich parents manage to get ahead	4.29	0.46
2	Those who have good contacts manage to get ahead	3.90	0.70
3	Those who make more effort should get greater rewards than those who make less effort	4.24	0.68
4	More talented people ought to be rewarded more generously than less talented people	3.99	0.92
5	It's okay if people with wealthy parents succeed.	3.01	1.17
6	It is fine if those with good contacts get ahead	3.04	0.85
7	People get selected according to merit (Meritocracy) Is a myth	3.02	1.25

According to table 2, item number 1, 2, 3 and 4 have high mean value (M=4.29, 3.90, 4.24 & 3.99 with SD=0.46, 0.70, 0.68 & 0.92), so it is concluded that most of the respondents agrees that those who have rich parents manage to get ahead, those who have good contacts manage to get ahead. However, those who make more effort should get greater rewards than those who make less effort. Also, more talented people ought to be rewarded more generously than less talented people. Item number 5, 6 and 7 have lower mean value (M=3.01, 3.04 & 3.02 with SD=1.17, 0.85 & 1.25), so it can be concluded that most of the respondents thinks It is not fine if those with rich parents and good contacts get ahead. Also, people do not get selected according to merit (meritocracy is a myth).

Table 3
Education system supports capitalism

Sr.	Statements	Mean	SD
1	Education transmits the ideology of ruling class	3.59	1.06
2	Subjects like socialism, feminism are mostly neglected in classroom because they contains knowledge that might be used to criticize the capitalist system	3.30	1.20
3	Education is generating fresh generations of employees who have been taught to accept their position in a capitalist society	3.97	0.70
4	Education promotes obedience; you will be rewarded only if you follow the system obediently	3.95	0.91
5	The students who challenge the validity of the educational system is frequently contentious and anti-authority.	3.85	1.03
6	Teachers are preparing students to be a submissive labour force that will not question capitalism's dominance by retaining control over them.	3.41	1.25
7	Schools are working to produce gutless workers instead of future leaders.	3.33	1.30

From Table 3, all the items have nearly equal mean values. Item number 3 have the highest mean value (M=3.97 with SD=0.70) while item number 2 have the lowest mean value (M=3.30 with SD=1.20). So, it can be concluded that most of respondents think Education transmits the ideology of ruling class and Subjects like socialism, feminism are mostly neglected in classroom because they contains knowledge that might be used to criticize the capitalist system. Moreover, education is generating fresh

generations of employees who have been taught to accept their position in a capitalist society, education promotes obedience; you will be rewarded only if you follow the system obediently. Also, the students who challenge the validity of the educational system is frequently contentious and anti-authority Teachers are preparing students to be a submissive labour force that will not question capitalism's dominance by retaining control over them and schools are working to produce gutless workers instead of future leaders.

Findings

Following were findings of factor 1 about Role of Education in Promoting Class Inequality

- From mean value (M=4.55 & 4.09) of item number 1 and 7 it is concluded that most of the respondents thinks We all should have an equal chance to succeed and our grades depend on our effort and ability. However, Education is dividing people, like wealthy students have opportunity to continue their studies in private institutes
- Mean value (M=3.75, 3.12, 3.16) of item number 2, 3, 5, it is concluded that most of respondents were not sure about Lower class students are responsible for their social failure instead of society and Failing is a function of personal inefficiency, not of capitalism's requirement for a physical workforce. Also the respondent were not sure about whether everybody have equal chance to continue their studies in our current education system or not.
- Item# 4 and 6 have the lowest mean value (M=2.86 & 2.81) it indicates most of the respondents disagrees about students chooses to fail so they do not have to continue education, because there are so many rules need to be follow in education. However, in our education system, it does matter how much money you have to continue your education.

Findings of factor 2 about Influence of Socio Economic Status on Education

- According to table# 2, item number 1, 2, 3 and 4 have high mean value (M=4.29, 3.90, 4.24 & 3.99), so it is concluded that most of the respondents agrees that those who have rich parents manage to get ahead, those who have good contacts manage to get ahead. However, those who make more effort should get greater rewards than those who make less effort. Also, more talented people ought to be rewarded more generously than less talented people.
- Item number 5, 6 and 7 have lower mean value (M=3.01, 3.04 & 3.02), so it can be concluded that most of the respondents thinks It is not fine if those with rich parents and good contacts get ahead. Also, people do not get selected according to merit (meritocracy Is a myth).

Findings of factor 3 about Education system supports capitalism

- From Table# 3, all the items have nearly equal mean values. Item number 3 have the highest mean value (M=3.97) while item number 2 have the lowest mean value (M=3.30). So, it can be concluded that most of respondents think Education transmits the ideology of ruling class and Subjects like socialism, feminism are

mostly neglected in classroom because they contains knowledge that might be used to criticize the capitalist system.

- Furthermore, education is generating fresh generations of employees who have been taught to accept their position in a capitalist society, education promotes obedience; you will be rewarded only if you follow the system obediently.
- Also, students who challenge the validity of the educational system is frequently contentious and anti-authority and teachers are preparing students to be a submissive labour force that will not question capitalism's dominance by retaining control over them.

Conclusion

The study was conducted to analyze the educational perspectives of communist manifesto. Since Marx and Engels talked about class inequality and reproduction of capitalism in their book Communist Manifesto. According to typical Marxist, the structure of schooling benefits the ruling elite class while fostering class inequities. So, I conducted this and through the findings of this study, it can be concluded that the current education system is dividing people into classes, like wealthy students have opportunity to continue their studies in private institutes. Additionally, everybody do not have an equal chance to continue their studies in our current education system, because in our education system, all that matters is how much money you have to continue your education. Instead of merit, people are getting selected for different roles on the basis of socio-economic status.

Education is transmitting the ideology of ruling class and Subjects like socialism, feminism are mostly neglected in classroom because they contains knowledge that might be used to criticize the capitalist system. Also, education is reproducing new generations of workers, trained to accept their place in capitalist society, education promotes obedience; you will be rewarded only if you follow the system obediently. Also, students who challenge the validity of the educational system is frequently contentious and anti-authority and teachers are preparing students to be a submissive labour force that will not question capitalism's dominance by retaining control over them and schools are working to produce gutless workers instead of future leaders

Recommendations

It is recommended to promote equal opportunities for all students regardless of socio-economic status. Education system should centralized and everyone should be able to afford education whether it is public institute or private institute. Government should take responsibility of all educational expenses of students. Education system should focus on producing intelligent individuals rather than producing passive workers. Teachers should discuss on controversial issue so the students can develop a better perception about the controversial event. There is a need to improve put meritocracy system, because people are not confident with our current merit system.

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