



INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

From Equality of Opportunity to Exclusion: A Social Progress in and by Education?

Mario Steiner

Institute for Advanced Studies, Vienna

ECER-European Conference on Educational Research, 3rd-7th September 2018, Bolzano



INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Thematic Context

a) Considering ...

- Continuous educational expansion and growing educational levels in society on the one hand side
- Emergence of educational poverty and social exclusion of people effected on the other hand side

b) The research-question is ...

- Whether in the long run and from a holistic perspective we can observe social progress or social regress in and by education?



Topics

1. Basic Idea & Definition of Social Progress (SOPRO)
2. Theory & Dimensions of Social Progress in and by Education
3. Indicators of Social Progress in and by Education
4. Methodological Remarks
5. Some empirical Findings
6. Social Progress in and by Education at a Glance



1) Basic Idea & Definition of SOPRO

The Basic Idea:

- Measuring economic growth and GDP is not enough. We must widen our understanding of success of societies and the well being of individuals. (Porter et al. 2015, Stiglitz et al. 2009)

Definition:

- Social Progress is the capacity of society to meet the **basic human needs** of its citizens (...) allow citizens and communities to enhance and sustain the **quality of their lives**, and create the conditions **for all individuals** to reach their **full potential**. (Porter et al. 2015)

The Role of Education:

- Education is a core dimension of social progress since it influences all of its four building blocks.



2) Theory & Dimensions of Edu-SOPRO

SOPRO-Definition: Key Elements	Dimensions of SOPRO in and by Education	Cross Cutting Dimension
For all Individuals	Equity & Equality of Opportunity	Organisation of Education influencing Outcome and Distribution
	Support of Disadvantaged	
Develop full Potential	Educational Level & Competences	
Meet basic Needs	Educational & Material Poverty	
Quality of Life	Health / Well Being	
	Recognition	
	Participation	



2) Theory & Dimensions of Edu-SOPRO II

a) Educational Level

- A growing educational level increases capabilities of individuals and society (Sen 2010, Nussbaum 1997)

b) Educational Poverty

- Individual right to a minimum of capabilities enabling independence and self determination (Sen 2010, Nussbaum 1997); poverty symbols a lack of recognition and undermines participation (Honneth 1992, Fraser 1995)

c) Equity in Education

- Basic value of social progress (Richardson et al. 2016) and (ever since) a core element of the theory of justice (Rawls 1975)

d) Support of disadvantaged Pupils

- Equalize starting opportunities: “Leveling the playing field” in favor of disadvantaged pupils (Roemer 1998) or provide them with the cultural capital required (Bourdieu 1983)

2) Theory & Dimensions of Edu-SOPRO-III

e) Organization of Education

- Structures, resources and quality of education contribute to the level of education attained and its social distribution (Spiel et al. 2016)

f) Recognition (of all educational levels)

- Individual recognition as equal in dignity is a human right and respect of individual competences a core element of justice (Honneth 1992, Fraser 1995)

g) Participation (independent from education)

- Participation is a constitutional element of justice (Honneth 1992, Fraser 1995) and influence on the own living conditions a basic value of SOPRO (Richardson et al. 2016)

h) Health & Well Being (independent from education)

- Well-Being (beyond GDP) and health are core elements of SOPRO (Richardson et al. 2016, Stiglitz et al. 2009)

3) Indicators of SOPRO in and by Education

DIMENSIONS	Examples for INDICATORS
Educational Level	<ul style="list-style-type: none"> • Proportion of highly & poorly qualified people by gender • Competence level of young people (PISA)
Educational Poverty	<ul style="list-style-type: none"> • Proportion of low qualified people (ESL) & social distribution • Proportion of “pupils at risk” (PISA) & social distribution
Equity in Education	<ul style="list-style-type: none"> • Intergenerational educational mobility by gender, family-edu., ... • Competence scores of disadvantaged (PISA) in relation
Support of Disadvantaged	<ul style="list-style-type: none"> • Financial support of schools depending on social structure of pupils
Organization of Education	<ul style="list-style-type: none"> • Selectivity-Structures: Proportion of pupils repeating class • Quality: Proportion of truancy • Ressources: Proportion of kids attending early childhood education
Recognition	<ul style="list-style-type: none"> • Unemployment depending on educational-level • Earnings and poverty depending on educational-level
Participation	<ul style="list-style-type: none"> • Participation in elections depending on educational-level
Health & Well Being	<ul style="list-style-type: none"> • Proportion of people feeling healthy depending on educat.-level

4) Methodological Remarks

Dependency of Development

- Calculate present situation (amount of SOPRO reached/still possible) and
- Development over time (progress or regress in last years/decades)
- Possible development (also) depends on present-state

Calculation of indicators for different/disadvantaged groups

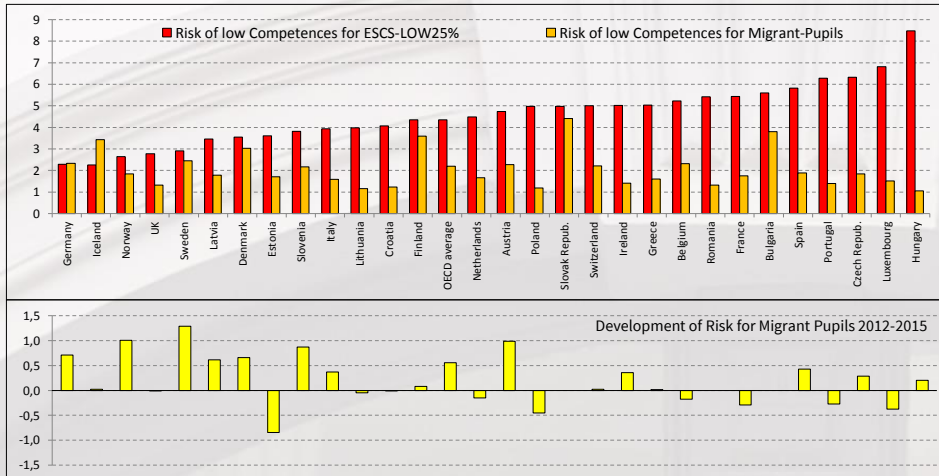
- Migrant pupils/persons
- Low socio-economic background
- Gender
- Educational levels

Cumulation in a single SOPRO-Value

- Composite Indicators (OECD 2008) for present state and development
- International comparison of 29 European countries

5) Some empirical findings

Risk of low competences for disadvantaged: showing high social differences and social regress



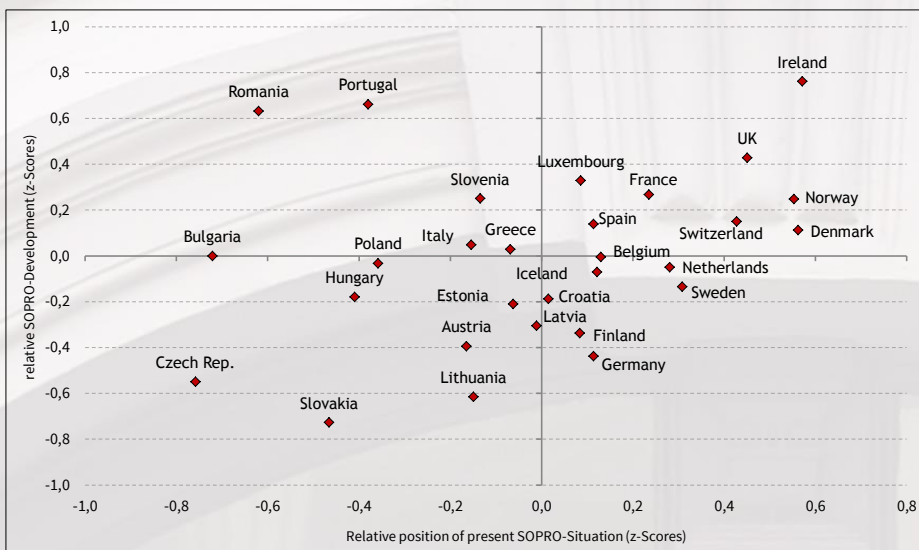
Source: OECD (2016): PISA 2015

6) Social Progress at a Glance (absolute)

DIMENSIONS	Present Situation	Development
Educational Level	High social differences	Social Progress & Regress
Educational Poverty	High social differences	Social Progress & Regress
Equity in Education	High social Differences	Social Progress
Organization of Education	High social differences	Social Progress
Recognition	High differences by edu-level	Social Progress & Regress
Participation	High differences by edu-level	Social Regress
Health & Well Being	High differences by edu-level	Social Regress

(Results depending on the majority of countries and indicators)

6) Social Progress at a Glance II (relative)





INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Thank you
for your Attention!



INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

Bibliography & Sources

- Bourdieu P. (1983): Ökonomisches Kapital, kulturelles Kapital, soziales Kapital; in: Kreckel R. (Hg.): Soziale Ungleichheiten, Göttingen.
- EU-SILC-2011: <http://ec.europa.eu/eurostat/web/microdata/european-union-statistics-on-income-and-living-conditions> [06.01.2017]
- Fraser N. (1995): From Redistribution to Recognition? Dilemmas of Justice in a "Post-Socialist" Age', *New Left Review* 212, S. 68–93.
- Honneth A. (1992): Kampf um Anerkennung. Zur moralischen Grammatik sozialer Konflikte, Frankfurt/Main.
- Nussbaum M. C. (1997): Capabilities and Human Rights, in: *Fordham Law Review*, Vol. 66/2, S. 273-300.
- Porter M.E., Stern S., Green M. (2015): Social Progress Index 2015, Washington.
- OECD (2008): Handbook on Constructing Composite Indicators. Methodology and User Guide, Paris.
- OECD (2016): PISA 2015 Ergebnisse, Exzellenz und Chancengerechtigkeit in der Bildung. Band 1, Paris.
- Rawls J. (1975): Eine Theorie der Gerechtigkeit, Frankfurt.
- Richardson H. S., Schokkaert E., Bartolini S., Brennan G., Casal P., Clayton M., Jaeggi R., Jayal N. G., Kelbessa W., Satz D. (2016): Social Progress ... A Compass, in: IPSP-International Panel on Social Progress, Chapter 2, Commenting Platform [<https://comment.ipsp.org/chapter/chapter-2-social-progress-compass>; 09.12.2016]
- Roemer J. E. (1998): Equality of Opportunity, Cambridge.
- Sen A. K. (2010): Die Idee der Gerechtigkeit, München.
- Steiner M. (2017): Von der Chancengleichheit zur Ausgrenzung: Ein sozialer Fortschritt im Bildungssystem? Eine theoretische und empirische Aufarbeitung, Dissertation an der Universität Wien.
- Stiglitz J.E., Sen A., Fitoussi J.P. (2009): The Measurement of Economic Performance and Social Progress Revisited. Reflections and Overview, OFCE - Centre de recherche en économie de Sciences Po, Nr. 33-2009, Paris.
- Spiel C., Reich R., Busemeyer M., Cloete N., Drori G., Lassnigg L., Schober B., Schwartzmann S., Schweisfurth M., Verma S. (2016): How Education can promote Social Progress? In: IPSP-International Panel on Social Progress, Chapter 19, Commenting Platform [<https://comment.ipsp.org/chapter/chapter-19-how-can-education-promote-social-progress>; 28.12.2016]