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Social Progress in and by Education

Concept & Empirical Findings

(Based on: Steiner M. (2017): Von der Chancengleichheit zur Ausgrenzung: Ein sozialer Fortschritt im Bildungssystem? Eine theoretische und empirische Aufarbeitung, Doctoral Thesis at the University of Vienna).

Mario Steiner

Institute for Advanced Studies, Vienna

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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. Theory & Dimensions of Social Progress in and by Education
2. Indicators of Social Progress in and by Education
3. Methodological Remarks
4. Some empirical Findings
5. Social Progress in and by Education at a Glance
 - a) absolute
 - b) relative in international comparison
6. Bibliography & Sources



1) Theory & Dimensions of Edu-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 most others (Stiglitz et al. 2009)



1) Theory & Dimensions of Edu-SOPRO-II

a) Educational Level

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

b) Educational Poverty

- Individual right to a minimum of capabilities (Sen 2010, Nussbaum 1997); poverty 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)



1) 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 is a human right (Honneth 1992, Fraser 1995) and equal recognition a basic value of SOPRO (Richardson et al. 2016)

g) Participation (independent from education)

- Participation is a constitutional element of justice (Honneth 1992, Fraser 1995) and influence on 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)



2) 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-educ., ... • 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"> • Proportion of pupils repeating class • 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 educational-level



3) Methodological Remarks

Timeline

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

Calculation of indicators for disadvantaged groups

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

Cumulation in a single SOPRO-Value

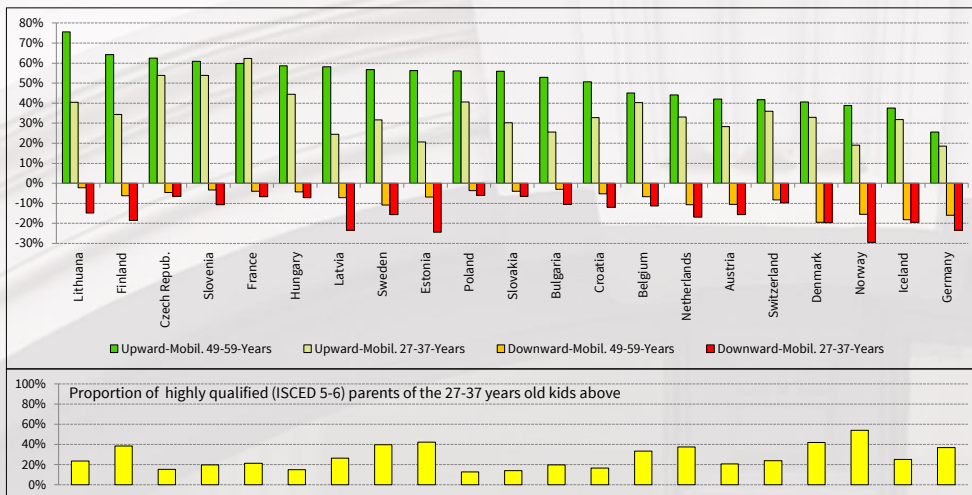
- Composite Indicators (OECD 2008)
- International comparison of 29 European countries



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4) Some empirical findings I

Intergenerational educational mobility showing social progress (but it decreases)



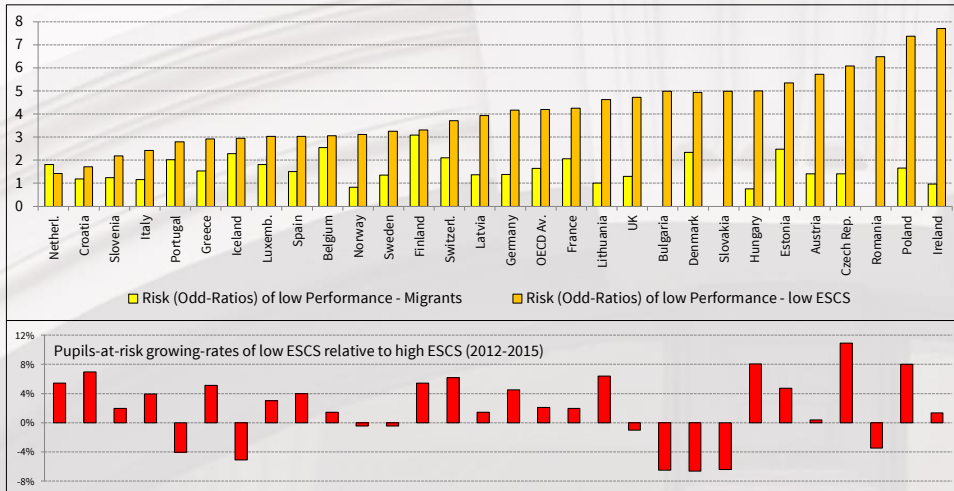
Source: EU-SILC 2011



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4) Some empirical findings II

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



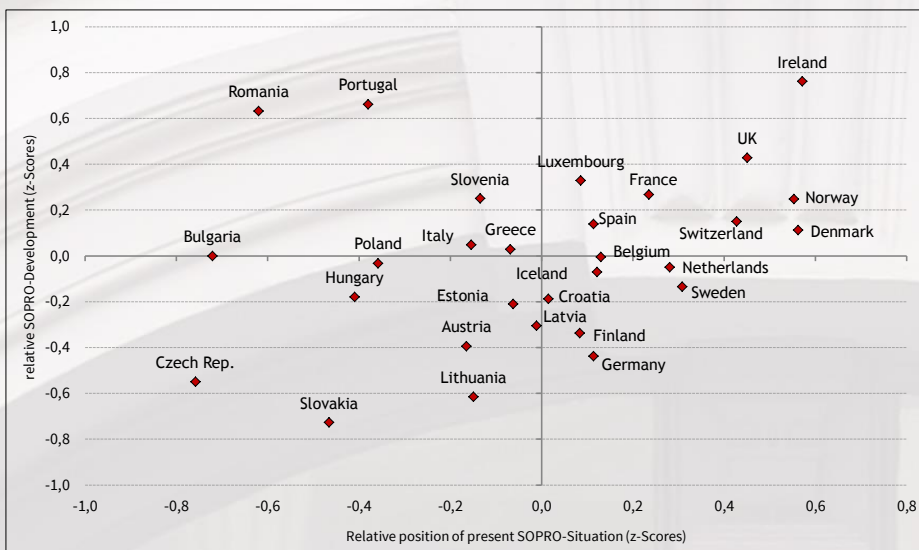
Source: OECD (2016): PISA 2015

5) 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)

5) Social Progress at a Glance II (relative)





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Thank you
for your Attention!



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