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SCIENTIFIC SYMPOSIUM **SOCIAL PROGRESS IN AND THROUGH EDUCATION**

in_Equality and Education

How to conceptualize and analyze social progress in and through education?

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in_Equality and Education

Thematic Context

a) Contradictory developments

- Continuous educational expansion and growing educational levels in society suggests progressive development
- Emergence of educational poverty and social exclusion of people effected enforces inequality in society

b) The starting point of research-interest

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

Topics

1. Progress: term and approaches
2. Education & Progress
3. Conceptualization
4. Empirical example
5. Going beyond

1) Measuring success/progress is trendy

a) Lots of indices

- Better Life Index (OECD)
- Social Progress Index (SPI)
- Human Development Index (UN)
- Social Justice Index (Bertelsmann Stiftung)
- Sustainable Development Goals (UN)

b) Challenges

- Education one among several dimensions, operationalized by only few indicators
- Selection of dimensions & indicators often missing theoretical basis
- Calculation of average but neglecting distribution

1) Conceptionalizing progress is not an easy task

Progress – a controversial term

- Not to be confused with enlightenment concepts or progress of history
- Capable of contradictory developments
- Sensitive to pluralistic approaches
- Implies positive development / improvement over time in single areas
- Need of compass to evaluate developments

IPSP is giving orientation:

- Conceptions that can be accepted by as many as possible
- Values and principles to be used for assessing SOPRO
- Well-being, freedom, recognition, solidarity, non-alienation, security, participation-democracy, distributive justice, equity ...

2) Education & progress: challenging combination?

Education leads to progress

- The higher the educational level of a person (on average)
 - the lower her unemployment risk is and the higher her income is,
 - the healthier she is, the more she participates in society/democracy,
- Can we evaluate this trends social progress since it also boosts social inequality?
- Is educational expansion both at once: social progress and regress?
- Are reduced differences between educational levels a precondition for social progress?

Education leads to stratification

- Education is a positional good, education has a stratifying function in society
- Education serves as meritocratic fairy tale for social layers
- Is education per se in opposition to social progress since it legitimizes social inequality?

3) Education & progress: how to conceptualize?

Multidimensional approach

- Quantity, quality and social distribution
- Big range of values and principles (defined in the context of IPSP) has to be operationalized

Holistic approach

- Avoiding one-sided view on education as an instrument for ...
 - Education to improve well-being, freedom, solidarity, ... of people /in society
 - Neoliberal trap of social investment state: investing in human capital solves all social problems
- Social progress **in and through** education
 - Well-Being, freedom, solidarity, ... in educational institutions/processes
 - Pedagogy, didactics, organisation of education,

3) Education & progress: operationalize-example

Well-being in education

- Individual well-being of all actors in school: satisfaction, health, nonviolence, ...
- Collective well-being: well functioning of the institution
- Economic resources available in school/educational system

Well Being through education

- Individual income & life-satisfaction
- Well functioning of society: GDP and cohesion of society
- Education as source of capabilities (Sen/Nussbaum) and for innovations

Holistic & multidimensional indicators/calculations

- In and through education
- Individual and institutional/societal effects
- Calculations depending on educational level, migrant & socioeconomic background, ...

4a) Empirical Example: Introduction

Sidestep

- Previous work on topic
- Example for calculation of SOPRO
- Serves as basis to go beyond
- Built upon theory of justice & concepts of equality/equity of opportunity
- IPSP-approach discussed before more comprehensive, nevertheless lots of interfaces

Source:

- Steiner M. (2018): „From Equality of Opportunity to Exclusion: A Social Progress in and by Education?“, ECER – European Conference on Educational Research, 3rd – 7th September 2018, Bolzano.
- Steiner M. (forthcoming): Von der Chancengleichheit zur Ausgrenzung: Ein sozialer Fortschritt durch Bildung? Eine theoretische und empirische Aufarbeitung. Waxmann: New York/Münster.

4b) Empirical Example: Indicators

SOPRO-DIMENSIONS	Examples for INDICATORS
Educational Level	<ul style="list-style-type: none"> • Proportion of highly qualified people in sum and by gender • Competence level of young people (PISA)
Educational Poverty	<ul style="list-style-type: none"> • Proportion & risk-distribution of low qualified people (ESL) • Proportion & risk-distribution of low competences (PISA)
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
Well Being	<ul style="list-style-type: none"> • Proportion of people feeling healthy depending on educat.-level
Participation	<ul style="list-style-type: none"> • Participation in elections depending on educational-level

4c) Empirical Example: Methods

Dependency of Development/Progress

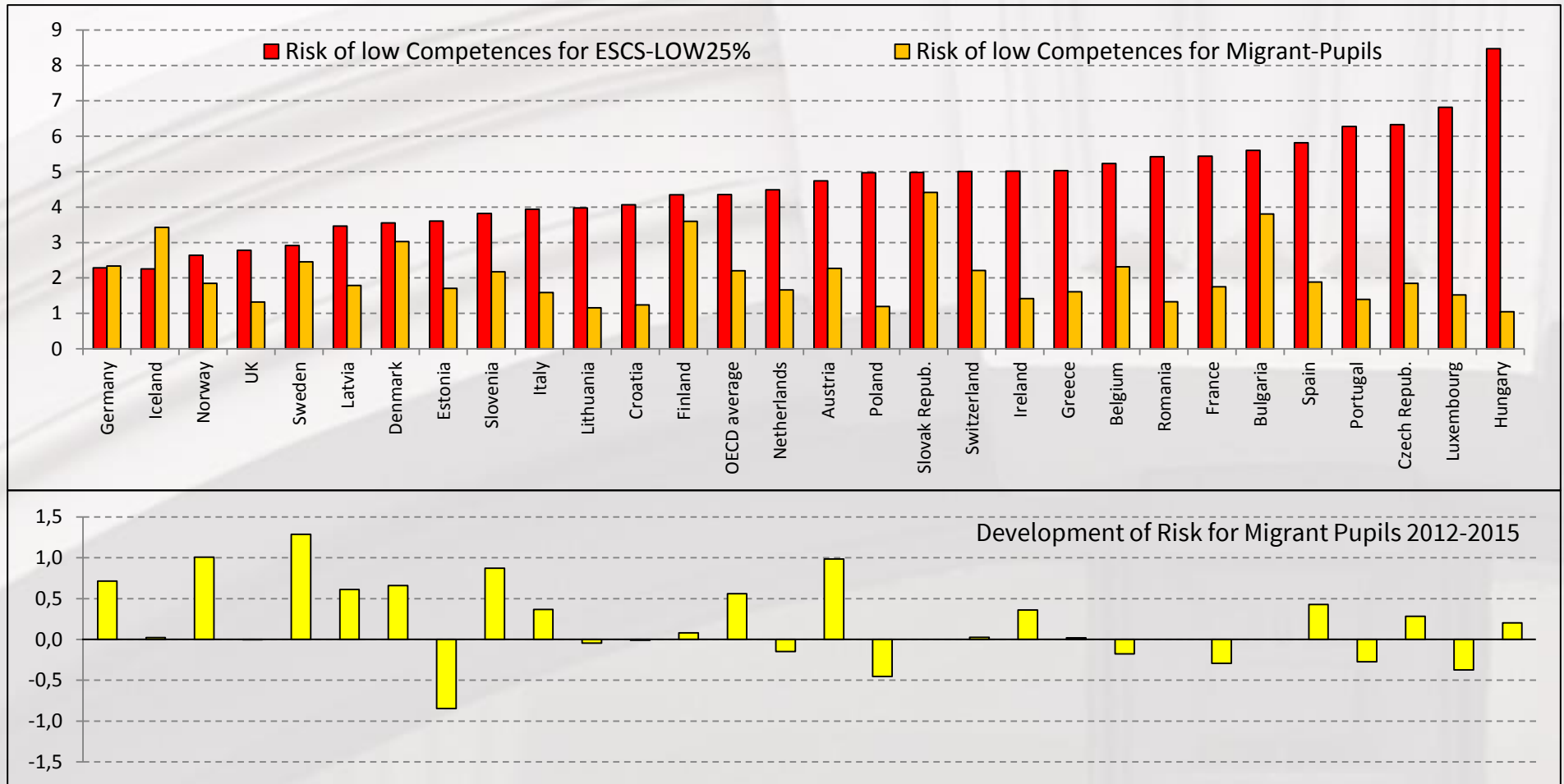
- Possible progress (also) depends on present-state
- Calculate present situation (amount of SOPRO reached/still possible) and
- Analyze development over time (progress or regress in last years/decades)
- Two different (absolute) values for each indicator

Cumulation in relative SOPRO-value

- Composite Indicators (OECD 2008)
 - one for present state and
 - another one for the development over time
- International comparison of 29 European countries

4d) Empirical Example: Results-I

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

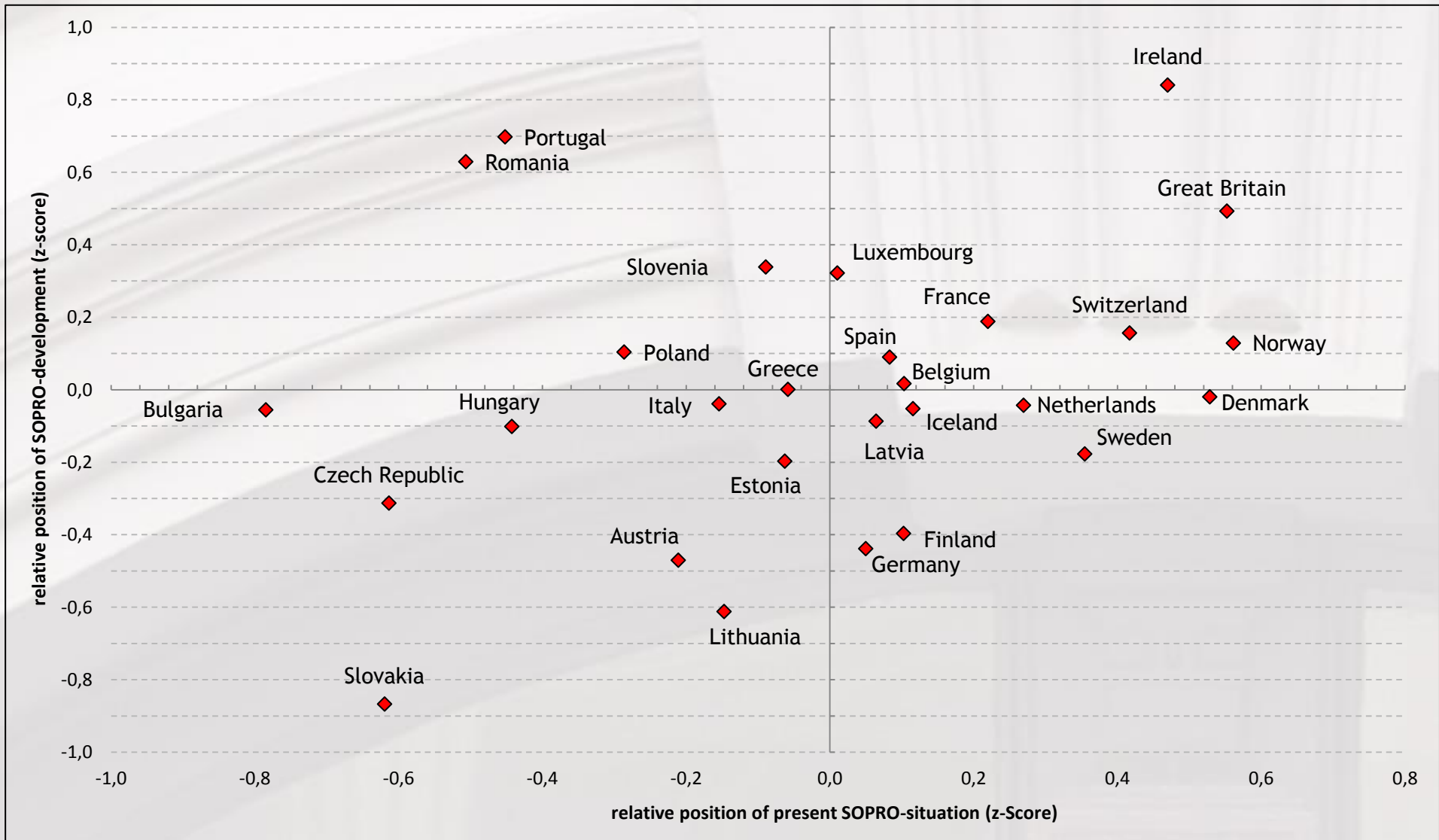


4d) Empirical Example: Results-II (absolute)

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
Well Being	High differences by edu-level	Social Regress
Participation	High differences by edu-level	Social Regress

(Results shown according to the majority of countries and indicators)

4d) Empirical Example: Results-III (relative)



5) Education & progress: going beyond an index

Indices form another starting point

- What are the reasons for distribution of countries?
- Causal models

Some questions concerning causality

- Is education the driving force (that leads to more health, participation, democratic behaviour...)?
- If we accept education as driving force: what enables education doing that?
 - Which kind of pedagogy and didactics?
 - Which organisation of educational institutions and systems?



Thank you
for your Attention!

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4b) Empirical Example: Theory & Dimensions

SOPRO-Definition by Porter et al. (2015): 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**.

SOPRO-Definition: Key Elements	Dimensions of SOPRO in and through 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	