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
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 ressources 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:

4b) Empirical Example: Indicators

<table>
<thead>
<tr>
<th>SOPRO-DIMENSIONS</th>
<th>Examples for INDICATORS</th>
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</thead>
<tbody>
<tr>
<td>Educational Level</td>
<td>• Proportion of highly qualified people in sum and by gender</td>
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<td></td>
<td>• Competence level of young people (PISA)</td>
</tr>
<tr>
<td>Educational Poverty</td>
<td>• Proportion &amp; risk-distribution of low qualified people (ESL)</td>
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<td></td>
<td>• Proportion &amp; risk-distribution of low competences (PISA)</td>
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<tr>
<td>Equity in Education</td>
<td>• Intergenerational educational mobility by gender, family-edu., …</td>
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<td>• Competence scores of disadvantaged (PISA) in relation</td>
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<td>Support of Disadvantaged</td>
<td>• Financial support of schools depending on social structure of pupils</td>
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<tr>
<td>Organization of Education</td>
<td>• Selectivity-Structures: Proportion of pupils repeating class</td>
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<td>• Quality: Proportion of truancy</td>
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<td>• Ressources: Proportion of kids attending early childhood education</td>
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<td>Recognition</td>
<td>• Unemployment depending on educational-level</td>
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<td>• Earnings and poverty depending on educational-level</td>
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<tr>
<td>Well Being</td>
<td>• Proportion of people feeling healthy depending on educat.-level</td>
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<tr>
<td>Participation</td>
<td>• Participation in elections depending on educational-level</td>
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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)

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<tr>
<th>DIMENSIONS</th>
<th>Present Situation</th>
<th>Development</th>
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<tbody>
<tr>
<td>Educational Level</td>
<td>High social differences</td>
<td>Social Progress &amp; Regress</td>
</tr>
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<td>Educational Poverty</td>
<td>High social differences</td>
<td>Social Progress &amp; Regress</td>
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<tr>
<td>Equity in Education</td>
<td>High social Differences</td>
<td>Social Progress</td>
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<tr>
<td>Organization of Education</td>
<td>High social differences</td>
<td>Social Progress</td>
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<td>Recognition</td>
<td>High differences by edu-level</td>
<td>Social Progress &amp; Regress</td>
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<td>Well Being</td>
<td>High differences by edu-level</td>
<td>Social Regress</td>
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<td>Participation</td>
<td>High differences by edu-level</td>
<td>Social Regress</td>
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(Results shown according to the majority of countries and indicators)
4d) Empirical Example: Results-III (relative)

![Graph showing the relative position of SOPRO development and present situation across various countries, with countries marked on the x and y axes.](image-url)
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!
Bibliography & Sources


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**.

<table>
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<th>SOPRO-Definition: Key Elements</th>
<th>Dimensions of SOPRO in and through Education</th>
<th>Cross Cutting Dimension</th>
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<tbody>
<tr>
<td>For all Individuals</td>
<td>Equity &amp; Equality of Opportunity</td>
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<td>Support of Disadvantaged</td>
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<tr>
<td>Develop full Potential</td>
<td>Educational Level &amp; Competences</td>
<td></td>
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<tr>
<td>Meet basic Needs</td>
<td>Educational &amp; Material Poverty</td>
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<td>Quality of Life</td>
<td>Health / Well Being</td>
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