

“The Economic Crisis and Social Inequalities:
Will the Solution Still Be in Education?”

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On schooling and inequalities in the 1980s

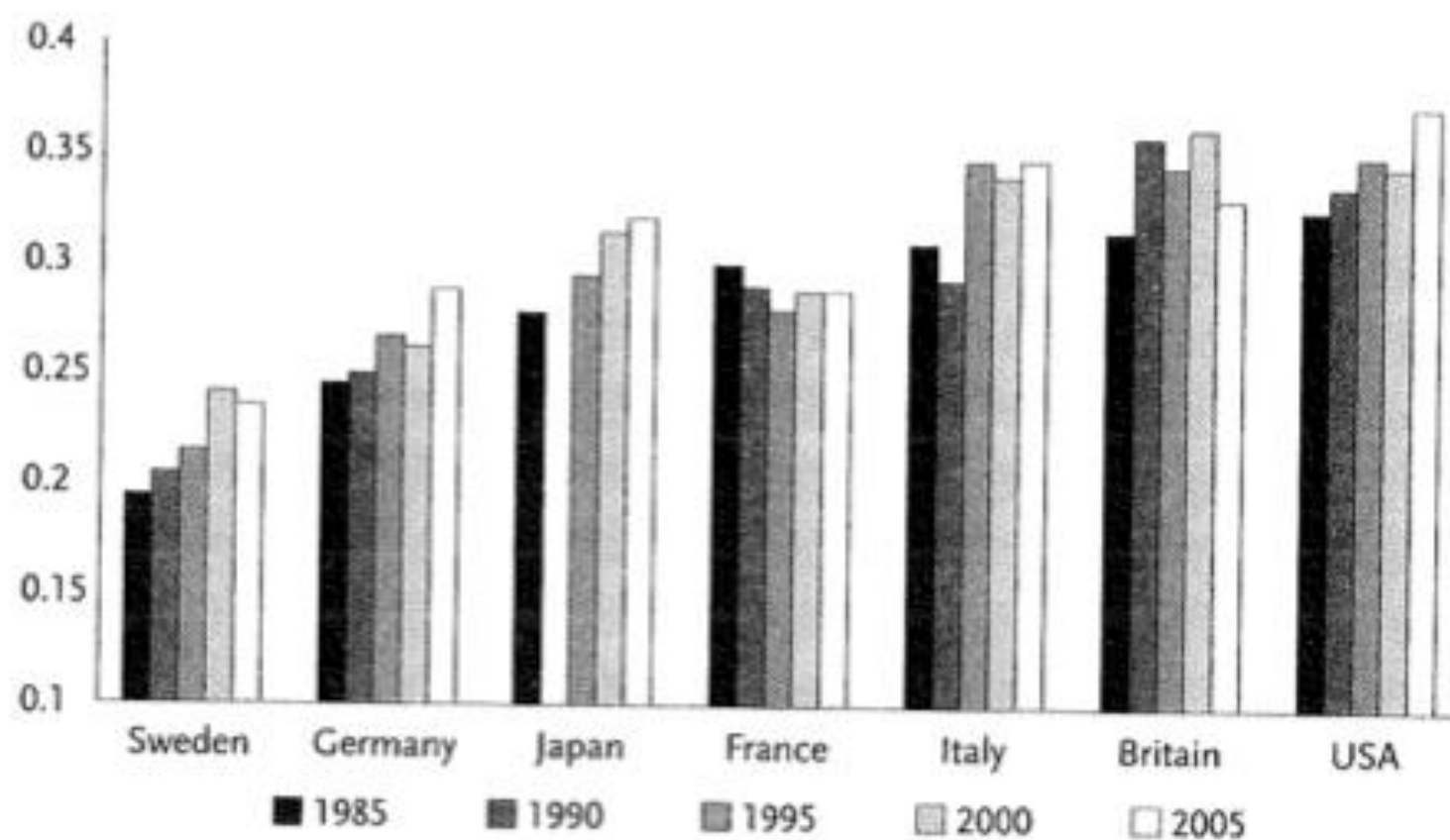
Schools and workplaces are organised in ways that correspond closely. Both are large, bureaucratic, impersonal, hierarchical and routinized.... And yet for all of their correspondences, schools differ from workplaces in at least one important respect. Even though American education is marked by great inequalities, schools do more than other institutions in the way of providing equal opportunities for participation and rewards.In short, schooling tends to be distributed more equally than capital, income and employment status

(Carnoy and Levin (1985) *Schooling and Work in a Democratic State*, pp 1-4)

A great deal has changed since the 1980s...



FIGURE 1.3. Evolution of income inequality: Gini coefficients, seven countries



Sources: OECD Database on Household Income Distribution and Poverty; OECD Factbook 2008; Economic, Environmental and Social Statistics 2008; OECD Factbook 2010: Country Indicators, OECD Factbook Statistics

Five crises facing
education...

1. Crisis of capitalism

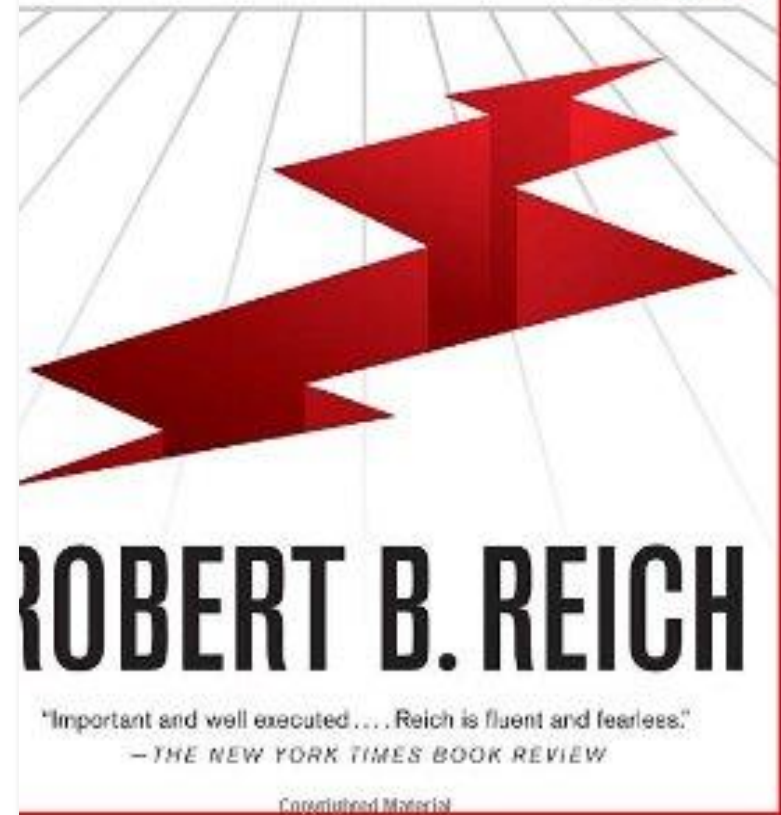
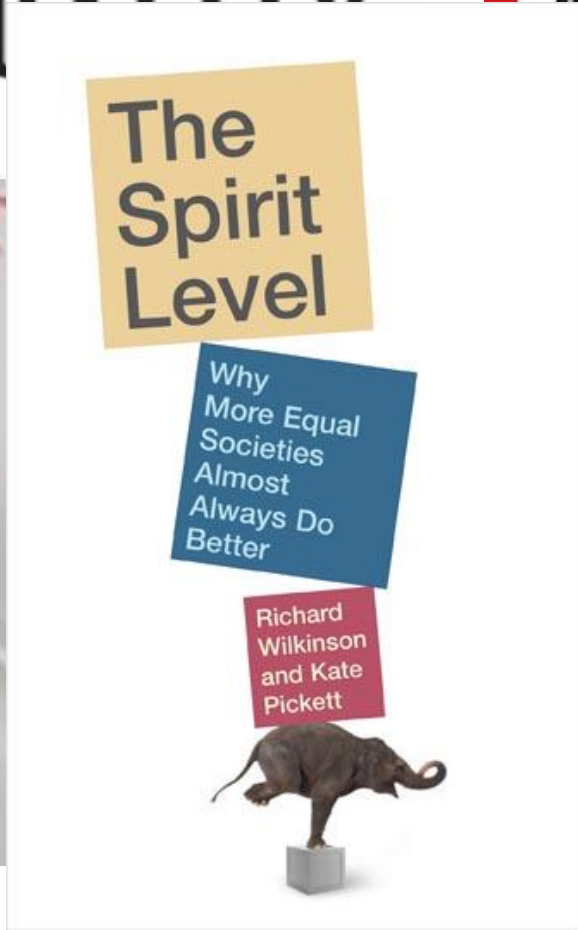
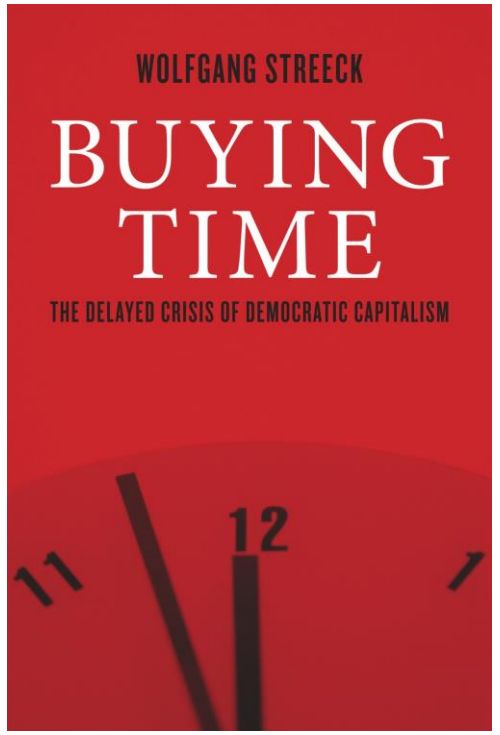
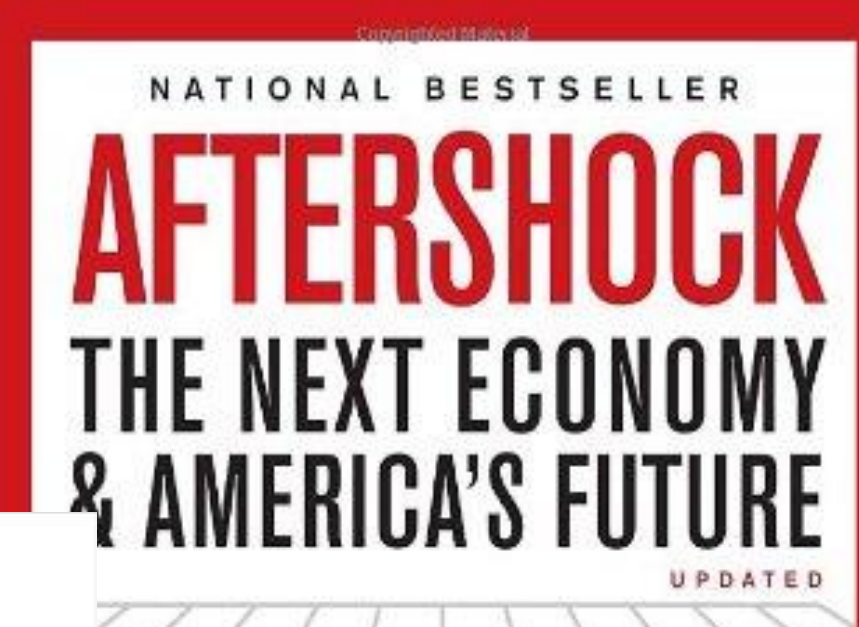
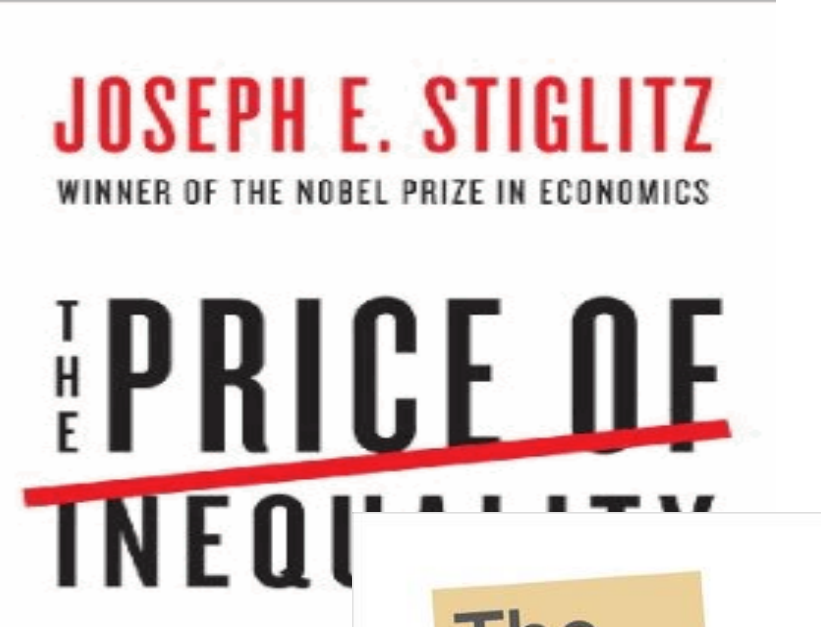
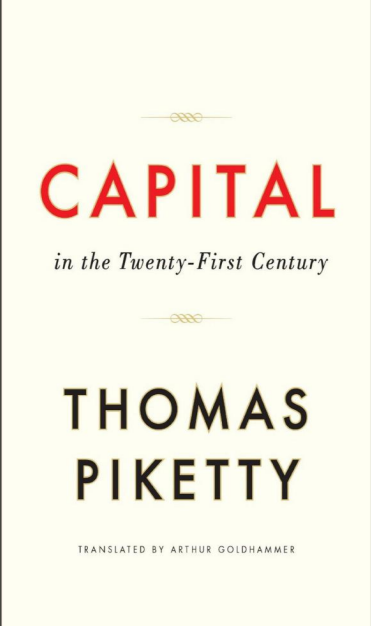


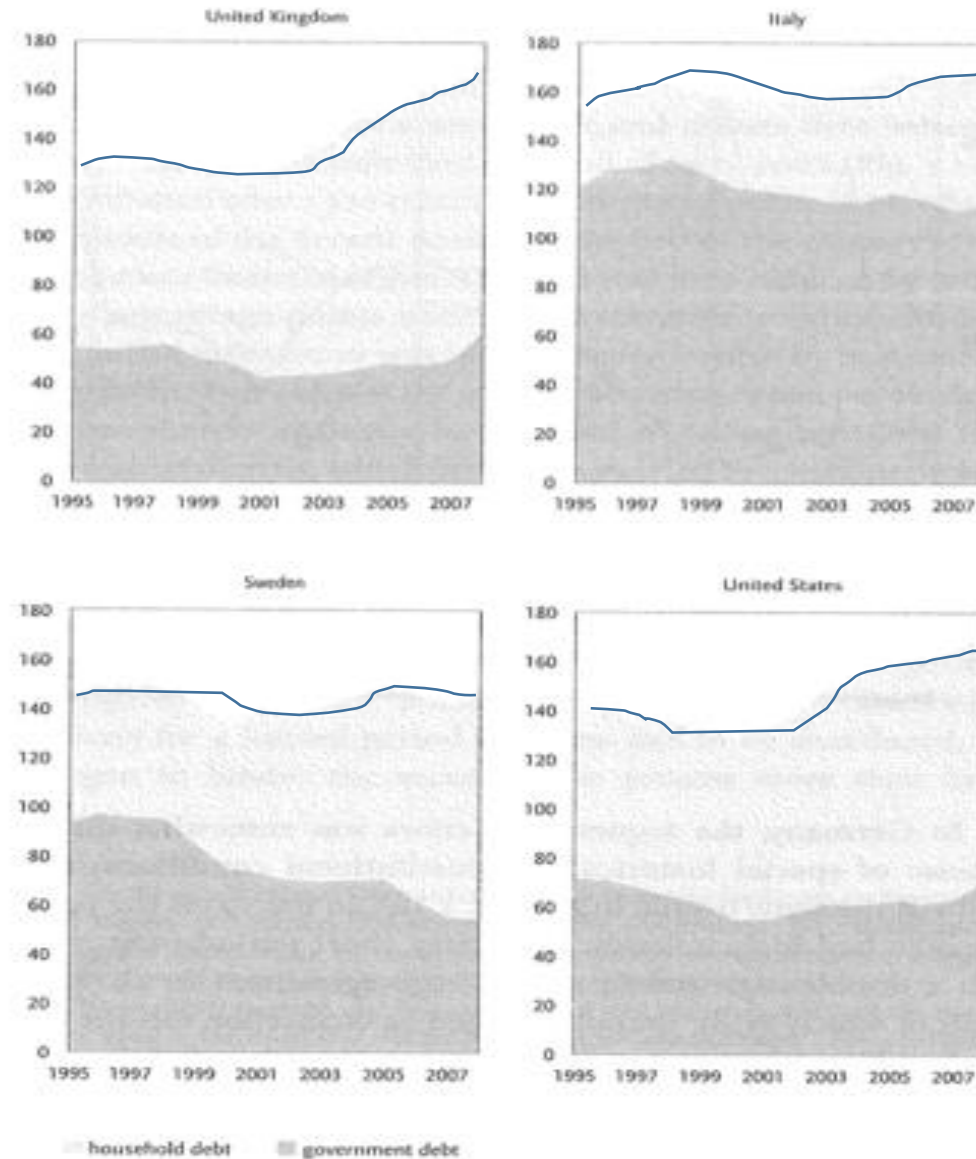
FIGURE 2.4. Government spending and revenue, seven countries (% of GDP)



Source: OECD Economic Outlook: Statistics and Projections

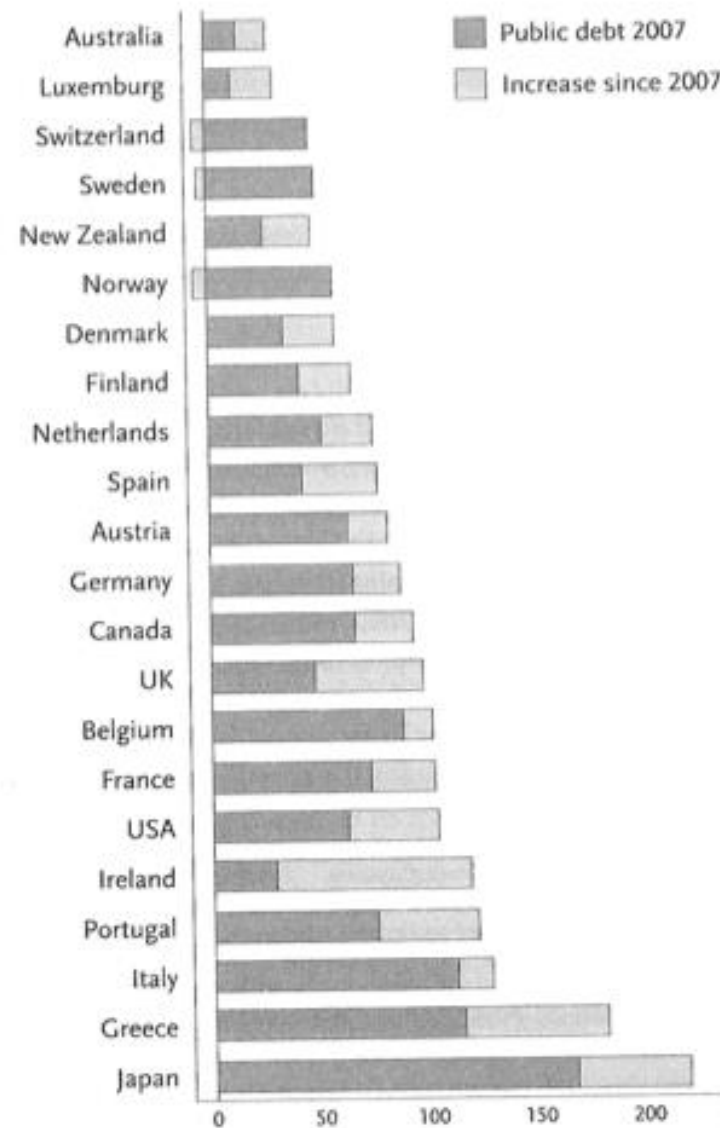
**TAX RECEIPTS
ARE FAR LESS
THAN
GOVERNMENT
SPENDING**

FIGURE 1.8. Government debt and household debt (% of GDP), 1995–2008, four countries



**HOUSEHOLD
DEBT HAS
INCREASED IN
MANY OECD
COUNTRIES**

FIGURE 2.1. Growth of public debt since 2007 (% of GDP)



Source: OECD Economic Outlook: Statistics and Projections

**PUBLIC DEBT
HAS
INCREASED
SINCE 2007
EVEN IN
COUNTRIES
WHERE THERE
WAS NO
PUBLIC DEBT**

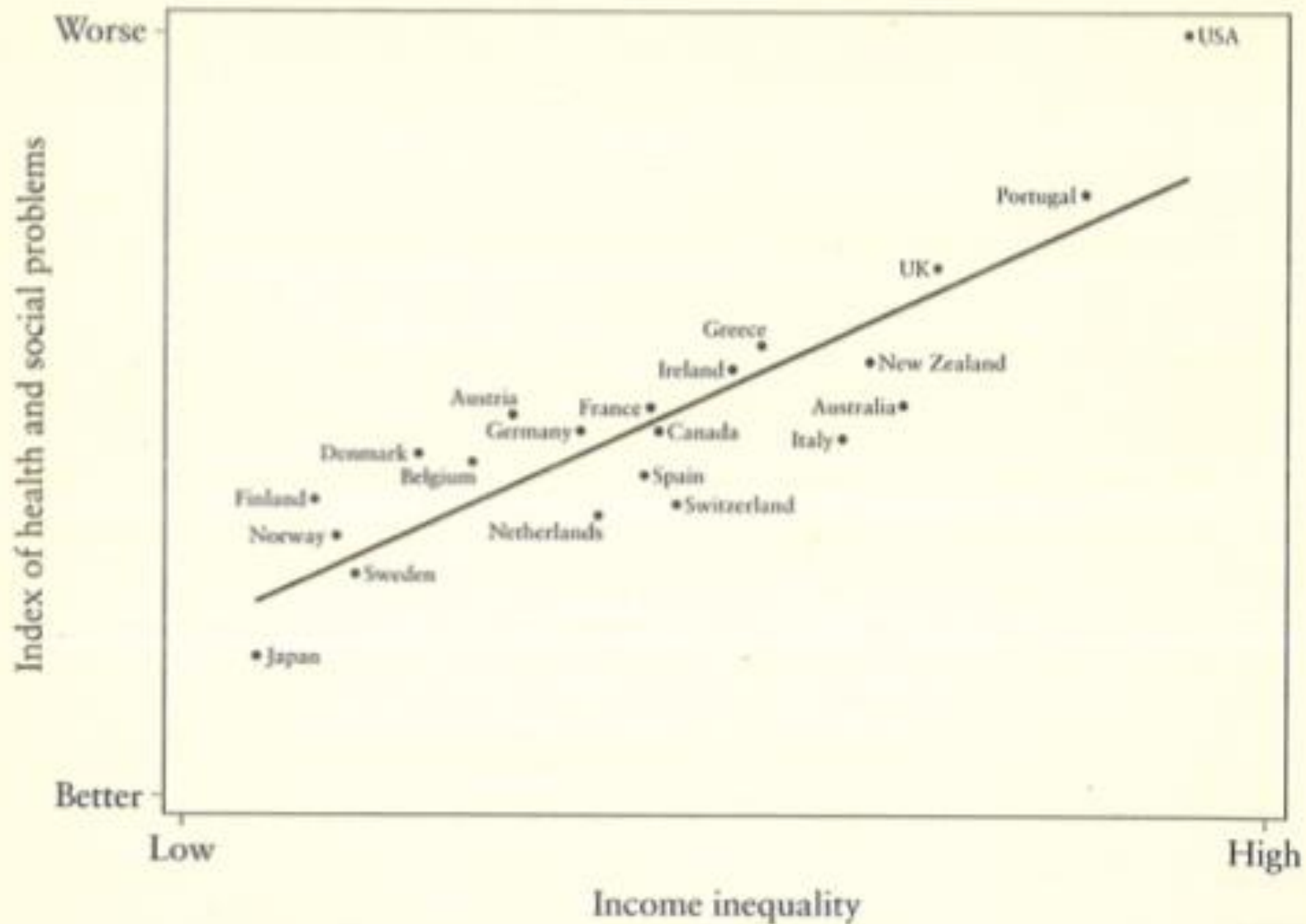


Figure 2.2 *Health and social problems are closely related to inequality among rich countries.*

HEALTH AND SOCIAL INEQUALITIES INCREASED IN COUNTRIES KNOWN FOR NEOLIBERAL POLICIES



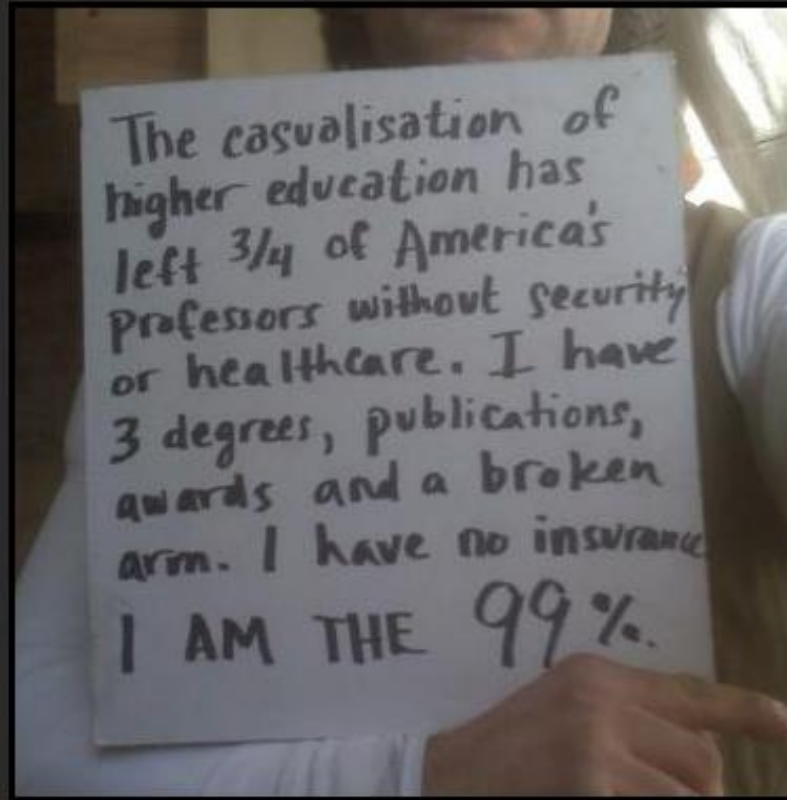
IN AUGUST
2008.....



WE ARE THE 99 PERCENT

19TH NOVEMBER 2011

PHOTO WITH 48 NOTES



OCCUPY.



The image shows the front cover of the book 'Capital in the Twenty-First Century' by Thomas Piketty. The cover is cream-colored with a red vertical stripe on the left edge. The title 'CAPITAL' is written in large, bold, red capital letters. Below it, the subtitle 'in the Twenty-First Century' is in a smaller, italicized black font. The author's name 'THOMAS PIKETTY' is in large, bold, black capital letters. At the bottom, it says 'TRANSLATED BY ARTHUR GOLDHAMMER'. There are decorative flourishes above and below the title.

CAPITAL

in the Twenty-First Century

THOMAS
PIKETTY

TRANSLATED BY ARTHUR GOLDHAMMER



The image shows the front cover of the book 'Why We Can't Afford the Rich' by Thomas Piketty. The cover is light blue. The title 'WHY WE CAN'T AFFORD THE RICH' is written in large, bold, red capital letters. Below the title, there is a photograph of a hand holding a stack of US dollar bills, with the top bill being a \$100 bill. The background of the photograph is a blurred image of a building, possibly the US Capitol.

WHY WE CAN'T AFFORD THE RICH

GLOBAL INEQUALITY OF WEALTH IN THE TWENTY-FIRST CENTURY

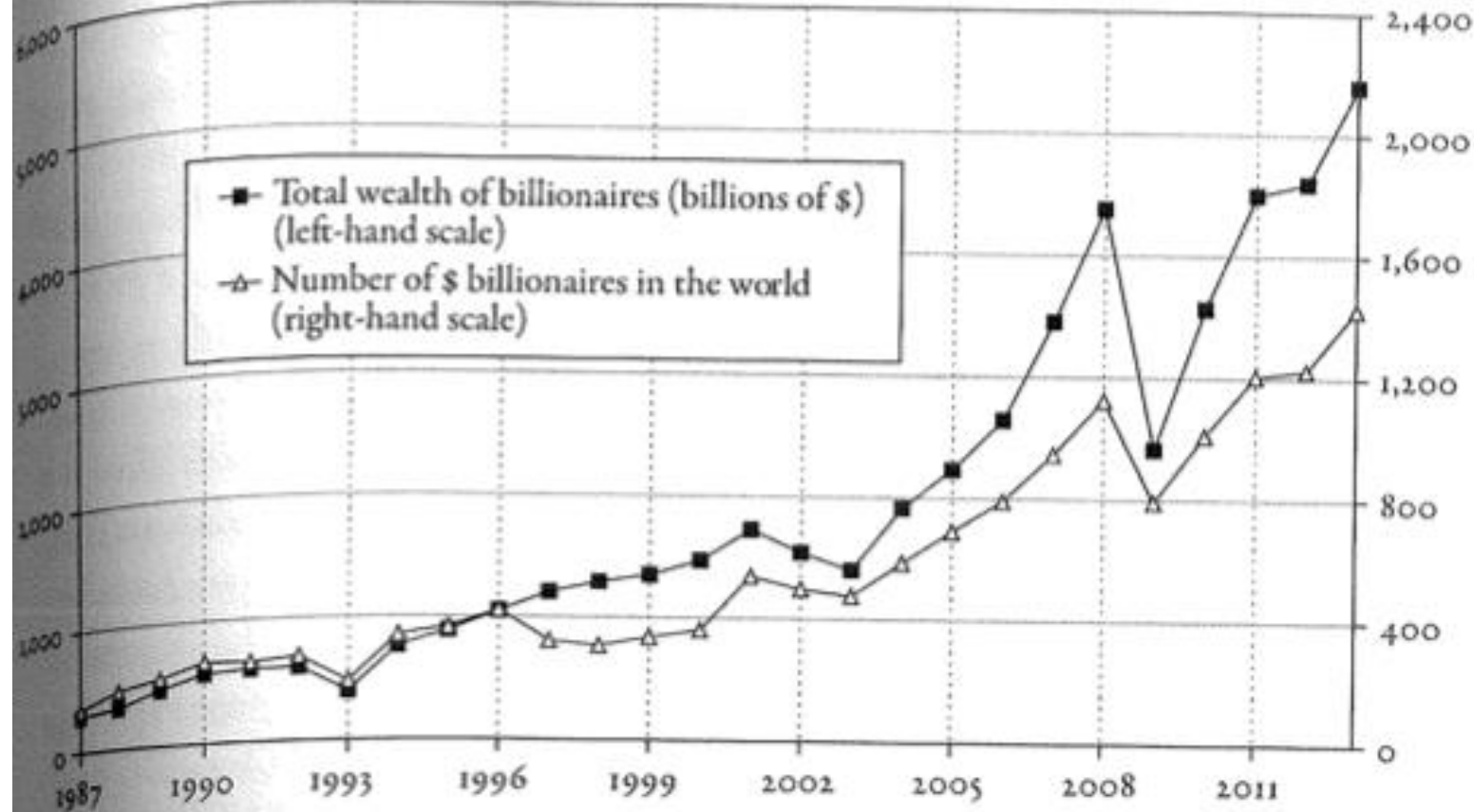


FIGURE 12.1. The world's billionaires according to *Forbes*, 1987–2013

Between 1987 and 2013, the number of \$ billionaires rose according to *Forbes* from 140 to 1,400, and their total wealth rose from 300 to 5,400 billion dollars.

Sources and series: see piketty.pse.ens.fr/capital21c.

2. Crisis in education governance framework

Education governance frameworks structurally and strategically select particular interests which in turn distribute (more or less unequal) social opportunities and outcomes (and therefore the basic structure). These place responsibilities on those who are particularly advantaged by them (*societal interests*). It also means that we scrutinize concentrations of power and create new modes of accountability and spaces for representation (politics) *within* and *beyond* the national state.

Competing Paradigms for Learning

Education for Profit

- Economic growth model which might then deliver social benefits
- Diminished view of distribution and social equality
- Education is to promote national development
- Truncated view of knowledges
- Assessment and accountability

Education for Democracy

- Human development model that delivers economic, social and political capabilities (Sen)
- Wellness of the other is paramount
- Education is to promote personal and planetary well-being
- Expansive view of knowledges aimed at dignity, imagination and capabilities
- Accountability for self in a democracy

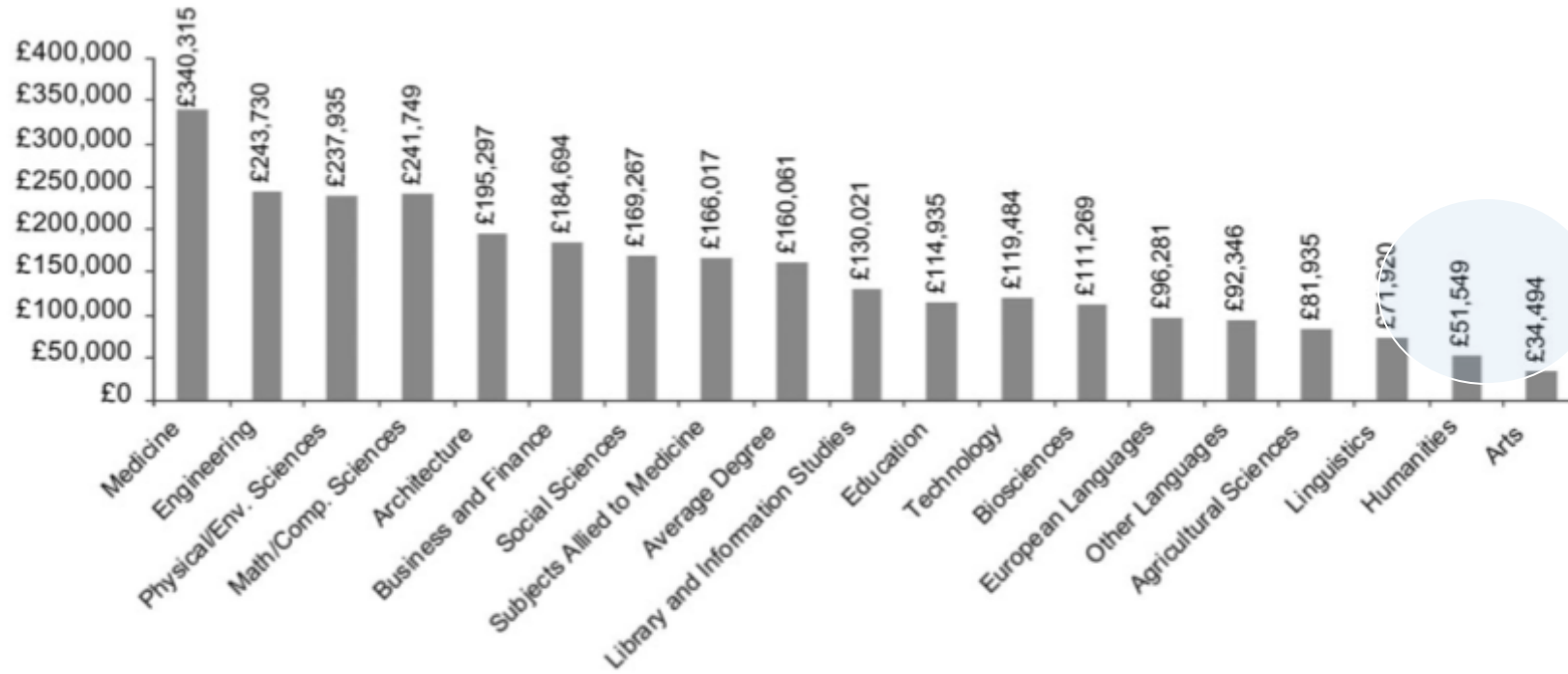


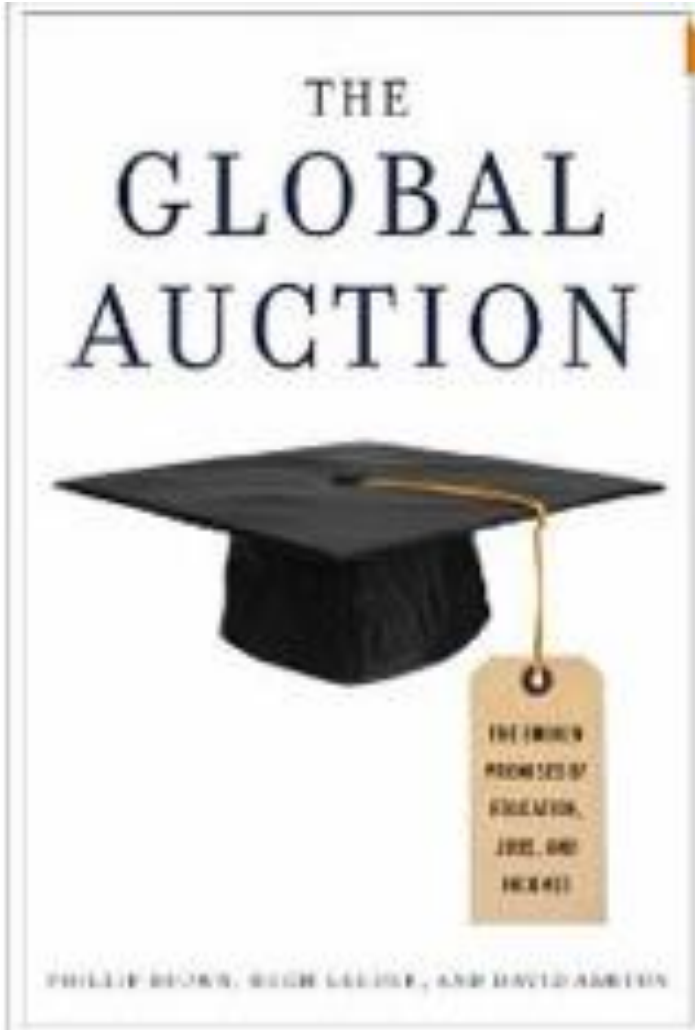
3. Crisis in graduate employment

A black graduation cap with a tassel is positioned above a rolled-up yellow diploma tied with a red ribbon. The text is centered over the cap and diploma.

“The Graduate Premium” and rates
of return...

Figure 2: Gross additional lifetime earnings by degree subject compared to two or more GCE A-levels: Pooled labour force survey 2000-2005





Magnet economy thesis
disputed.....

Shows growth of digital
Taylorism, the over production
of graduates in the West, the
growth in the number of
graduates in the East, the tip
over point between cost and
quality, and the war for talent
are creating a global auction
that is lowering the economic
returns to most graduates

From black boxes to boxes of knowledge...

Armies of Expensive Lawyers, Replaced by Cheaper Software

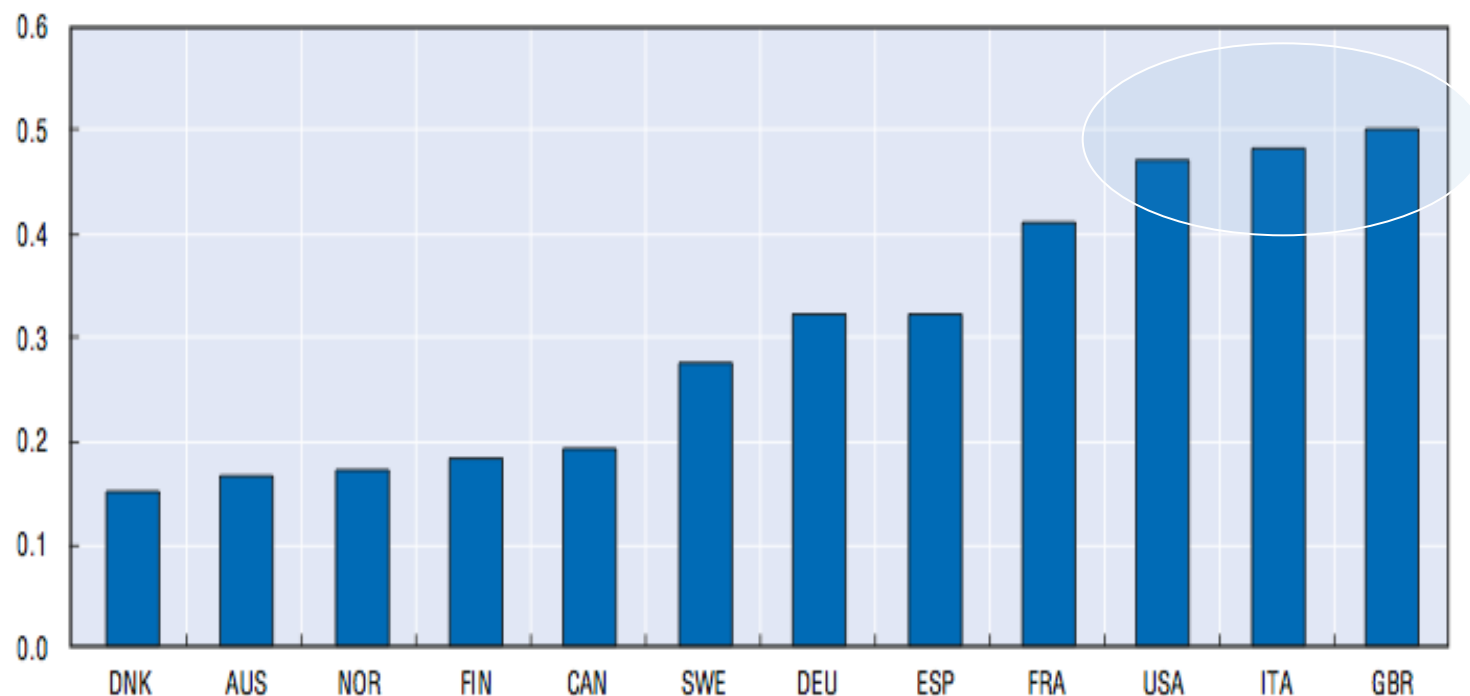


Ramin Rahimian for The New York Times

4. Crisis of social mobility

Figure 5.1. **The strength of the link between individual and parental earnings varies across OECD countries¹**

Intergenerational earnings elasticity: estimates from various studies



1. The height of each bar measures the extent to which sons' earnings levels reflect those of their fathers. The estimates are the best point estimate of the intergenerational earnings elasticity resulting from an extensive meta-analysis carried out by Corak (2006) and supplemented with additional countries from d'Addio (2007). The choice of empirical estimates in this meta-analysis is motivated by the fact that they are based on studies that are similar in their estimation technique, sample and variable definitions. The higher the value, the greater is the persistence of earnings across generations, thus the lower is the intergenerational earnings mobility.

Source: D'Addio (2007).

5. Crisis of imagination about our future

Social justice in education...not only concerns equality in distribution of an education service (important as fair distribution is). Social justice concerns the nature of the service itself, and the consequences for society through time

(Connell, 2012: 681)

A strong claim for the future....

- We *reject* 'more of the same' neoliberal policies which have caused an increase in social inequalities
- We *reclaim* education as a societal good and not a narrow minded economic good
- We *reclaim* the right for all students and teachers to have equity in access and outcomes to learning and teaching
- We *reclaim* to right to frame what counts as a good education for the 21st Century, and to make decisions with learners, parents and other professionals, as to how best to realise this in the different contexts and settings in which we work.

thankyou
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Will the solution still be in education?