Conceptions of equity in Education

Building an analytic framework

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Why study social justice and equity in education?
Why study social justice and equity in education?
Etude de médecine : poser un filtre basé sur le hasard pourrait promouvoir un enseignement plus juste, plus heureux, plus économique

Déterminer le nombre d'étudiants qui favorise une pédagogie pensée selon les préceptes d'une médecine harmonieuse, et en fonction de cela, tirer les noms au hasard parmi ceux des postulants à un 1er bachelor en médecine peut paraître choquant, pourtant réfléchissons-y.
Why build an analytic framework?

First define what’s fair, then build an educational system that is fair. Is that really what people do?
Why build an analytic framework?

What mostly happens is that people also give intuitive arguments. We may want to analyse their conception of fairness.
Why build an analytic framework?

There are existing frameworks, but we feel they do not perfectly fit to the discourses.
Theories of justice in education
A first attempt to organize theories of justice

- Libertarisme
- Egalité libérale de Rawls
- Egalitarisme de Sen
- Egalitarisme de Walzer
- Utilitarisme

liberté vs. égalité vs. efficacité
The problem: it’s centration on distributive justice

- Y1: Internal resources, non-distributable, out of control
- Y2: Internal resources, non-distributable, in control
- X: External resources
- R: Results
A second attempt to organize theories of justice

<table>
<thead>
<tr>
<th>Dénomination</th>
<th>Approches</th>
<th>Auteurs</th>
<th>Idées centrales</th>
<th>Implications du point de vue de l’équité éducative</th>
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<tr>
<td>Libertarienne (L)</td>
<td>Libertarisme</td>
<td>Nozick</td>
<td>Liberté</td>
<td>Pas d’intervention contraire à la liberté (équité : laisser faire)</td>
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<td>Utilitariste (U)</td>
<td>Utilitarisme</td>
<td>Mill</td>
<td>Efficacité</td>
<td>Equité comme maximisation de l’efficacité (équité : prendre en considération toutes les utilités)</td>
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<td>Distributive (D)</td>
<td>Justice libérale (Distributive - basique)</td>
<td>Rawls</td>
<td>Distribution de biens</td>
<td>Equité comme juste distribution de biens de base (primaires) (équité : combattre les inégalités)</td>
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<td>Justice de capacités (Distributive - liberté)</td>
<td>Sen Nussbaum</td>
<td>Distribution et capacités</td>
<td>Equité comme liberté réelle d’action (équité : combattre les inégalités)</td>
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<td>Reconnaissance (R)</td>
<td>Justice relationnelle (intégrateur : D+R)</td>
<td>Fraser Walzer</td>
<td>Respect culturel et relations justes</td>
<td>Conditions culturelles, linguistiques, de genre (équité : combattre la domination)</td>
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<td>Participation (P)</td>
<td>Démocratie communicative</td>
<td>Miller Young</td>
<td>Participation effective et équitable</td>
<td>Prendre part à la gestion et l’organisation scolaire, son fonctionnement (équité : participation à la vie sociale et éducative)</td>
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</table>
An applied model in Education
When debating questions of justice in education, we face the dilemma of seeing it as means to attend something else or an end in itself.

- Does education serve something else, like finding a job?
- Or is education its own end? Is the very experience of education what we consider in debating justice?
And if there was no dilemma?

The very experience of education is in itself important... Because it is what will give the individuals and groups the means to achieve a "good life". The educational processes must also be at focus when debating equity!
Equity in education (Sanchez Santamaria, 2014)

A socio-pedagogical principle that combines values of integration and justice in order to generate an educational process that produces a successful education for all.

Processes at the level of:

- Access
- Offer
- Survival, persistence
- Results

Values of integration and justice come true in:

- Adapting educational answers to the needs
- Developing learnings and capabilities
- Acquiring basic competencies
This is all very interesting, but it doesn’t help much analyze the conceptions of justice in people’s discourse.

Actually, this model is still too dynamic to do so.

We need operational models. We will review some of them and conclude with the need to build a new one.
Analytical models of equity in education
This model predicates that the equality one aims to reach defines one’s conception of equity. One agrees to the existence of certain inequalities in order to reach the desired level of equality. Demeuse & Baye (2005) give us five levels:

1. Absence of interest for equity (libertarian position)
2. Equality of access
3. Equality of treatment
4. Equality of results
5. Equality of social realisations
This model is quite similar to the model of Demeuse & Baye (2005) but
it adds something important: the notion of equality of opportunity.
Bolivar (2005) gives us four levels of equity:

1. Equality of opportunity
2. Equality of teaching
3. Equality of knowledge and school success
4. Equality of (individual and social) results
This model is the most complete, because it takes two dimensions into account.

- Equality of what?
- Equality at what conditions?
Equality of what?

1. Resources
2. Access
3. Survival
4. Output (Performance)
5. Outcome (Social realisations)
Espinoza (2007)

Equality at what condition?

- Unconditional equality
  - Equality of opportunity
  - Equality for all
  - Equality on average across social groups

- Conditional equality
  - According to needs
  - According to potential
  - According to achievement
1. Making the dimensions independent. Equality of opportunity = equality according to potential
2. Using Demeuse & Baye’s idea of level of equality one aims to reach. Therefore suppressing the dimension of equality according to needs
3. Adding Demeuse & Baye’s equality of treatment
4. Adding the dimension of unconditional respect for all (Dubet, 1999)
Equality of opportunity

Y1
Internal resources, non distributable, out of control

Y2
Internal resources, non distributable, in control

X
External resources

R
Results
The new analytic model
<table>
<thead>
<tr>
<th></th>
<th>Unconditional equality</th>
<th>Conditional equality</th>
<th>Internal resources under control (Y2)</th>
<th>Resources (Y)</th>
<th>Results</th>
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</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Every individual should be unconditionally respected as a person</td>
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<td><strong>External resources (X)</strong> prior to access</td>
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<tr>
<td><strong>Access</strong></td>
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<td><strong>Treatment</strong></td>
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<td><strong>Survival</strong></td>
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<td><strong>Output (knowledge)</strong></td>
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<td><strong>Outcome (external realisations)</strong></td>
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