

Social capital, inclusive education and lifelong learning



- social networks, the reciprocities that arise from them and the value of these for achieving mutual goals'
- 'relationships matter' (Field)
- Overcoming disadvantage
- Bonding, bridging, linking social capital

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Social capital and inclusive education: Concentrating on diversity

- **The dangers of diversity**
- Putnam: trust lowered when diversity is increased
 - People ‘pull in like a turtle’
 - reducing [minority identities’] social salience without eliminating personal importance

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‘Passion for equality’

- De Tocqueville: democracy has negative effects on intellectual independence
- ‘fixing their standard of judgement in themselves alone’
- The ‘Daily Me’ (Kristof)
 - There’s pretty good evidence that we generally don’t truly want good information – but rather information that confirms our prejudices. We may believe intellectually in the clash of opinions, but in practice we like to embed ourselves in the reassuring womb of an echo chamber.
- Schools should eschew the pursuit of democracy through inclusive education and concern themselves exclusively with intellectual achievement and personal development (Connolley and Sarromaa Hausstätter)

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Schools and Social Capital Network

1. An 'Inclusive Learning Network' of teachers and parents of disabled children and young people concerned with inclusion. Data were obtained from teachers and parents.
2. A 'Connections conference', an event for children and young people with a focus on diversity. Data were obtained from the children and young people who participated in the event.

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Analysing social capital



- In place of Woolcott's 'embeddedness' and 'autonomy', 'territoriality' and 'mobility' (Baerenholdt and Aarsaether, 2002)
- In place of the presence of bonding, bridging and linking social capital, a focus on bonding, bridging and linking social capital *practices* and their effects in terms of territoriality or mobility
- Attention to space and actors' participation in it
- Bourdieu's actor-oriented social capital

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The Inclusive Learning Network: ‘What it means to be human’

- A ‘Thirdspace’ (Soja, 1996) for teachers and parents concerned with inclusion.
- Bridging practices which helped them to apprehend what it meant to be human.
- Appreciation of the ‘other’ - of more than child’s disability and of the challenges and achievements of teachers

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Mobility of teachers and parents through ILN

- **Teachers** gained promotion which reduced direct contact with parents and students but towards a greater ability to impact on structures affecting them.



- **Parents** had no stronger position with local authorities, continued to have to negotiate services on their own, often facing barriers, poor provision or the complete curtailment of provision.



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- Jumpers may seem a ridiculously silly story but it was written instead of a raving letter. I wanted to write an angry letter. I wanted to rant on at anybody and everybody because it just made my blood boil. However having been fortunate enough to be on the Inclusive Learning Network I began to use some of the tools that had been shown to us on the course. . . . I feel much better after writing a story than I would after writing an angry letter and there must be an element of HEALTH AND SAFETY in that!

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The Connections Conference: Knowing you, knowing me

- **Struggles with the language of difference**

- We're all the same, except we're different.

How does that work? We're not different at all!

We shouldn't be scared of them cos when people of a different colour first came to Britain, racism was a big thing when black people first came to Britain but I think it's getting better.

- Just because you're disabled doesn't mean your brain doesn't work.

Being disabled doesn't mean they can't do something. For all we know they could do something better than us.

They could find things a little bit more difficult than us or they could find things more easy than us.

It's just cos they're in a wheelchair.

They just find things a bit more difficult.

Disabled can be good or bad when you think about it.

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Understanding and experiencing discrimination

- Some white people think all black people are bad and some black people think all white people are bad. Black people get a lot of bad press and one of the reasons people feel prejudiced towards them is terrorism
That was Muslims
But [don't] say it was Muslims cos not all Muslims are bad
Yeah it's just it was those people whether they were black or Muslim or spotted. You can't just say it's all those people with blue eyes are going to kill us.
That's like Hitler.
- We've got a disabled teacher in school and it's good but people have to do things for him - carry his tray at lunch and hold the door open for him. If there's a fire he has to wait till someone comes for him.

There was a fire bell and after the fire bell we went back upstairs and the teacher was still there.

He should work on the ground floor.

But he teaches in lots of places.

There's not enough ramps because the government can't be bothered.

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Tackling discrimination

- You can try to decrease it but it will never disappear completely.
- People ignore posters and leaflets: you need to get the message across in TV and theatre shows.
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The trouble with teachers

- They get a bit annoyed if you're really protective over them.
They're like 'Okay!'
It's not only with disabled people that happens, it happens with other people
But it happens with people in wheelchairs.
- Don't be too sympathetic, like don't help out with absolutely everything all the time
Because they want to be independent
Just act like they're normal
But they are normal
Yes.

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Regarding others?

- The groups were split up well so you could meet everyone from the other schools. It was also brilliant when we talked about different things such as sectarianism and sexism (which I was in), as you could hear everyone's views.
- I really enjoyed myself and I learned a lot of new things. I met lots of new people. And I learned there is a different opinion to everything.
- I really enjoyed talking to other children and finding out about their views. I have learned that it is important to listen to other peoples' views.
- I was really amazing at that one.

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Lifelong learning and SC



Lifelong learning and SC

- Lifelong learning – encompasses informal and formal learning
- Learning throughout all life stages
- Initial schooling as preparation for a learning life
- Networks as conduits for information and innovation
- Role of connections in knowledge co-creation

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Strong evidence base

- Adult learning likely to produce gains in perceived control over one's own life
- Also likely to produce gains in personal confidence and social confidence
- Learners are more likely to vote
- Learners are more likely to join
- Most types of learning raise civic participation

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Strong evidence base

- Low literacy/numeracy are associated with loneliness and isolation
- Raising prison literacy reduces re-offending
- Most types of learning raise civic participation
- Learning is likely to raise racial tolerance
- Family learning raises pupil performance

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There is also some evidence that engagement promotes adult learning



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Online community?

- Social networking – complementing or competing?
- Online learning communities – earthly paradise or just another tool in the box?



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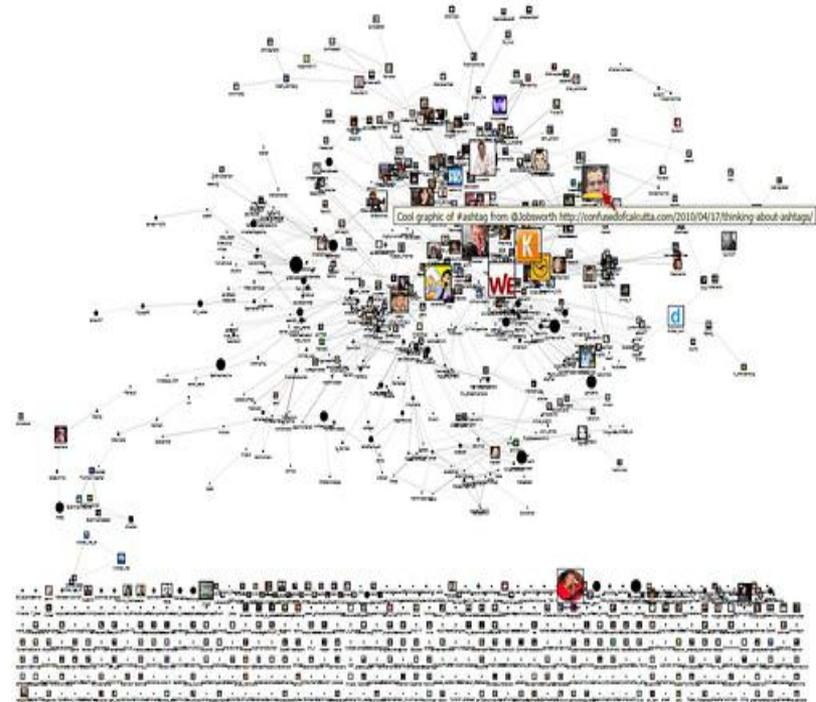
Just another plea for constructivism?



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Networks matter

- Diversity vs homophily
- Belonging and rejecting
- Developing skills and capacities
- Affect and respect



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