Education and Development

## Measuring development through education

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Key words:

Education, development, social capital, social security, human capital.

- Is there any possibility to measure development through education?

- Depands on how you define develoment

- What to take into account related to educaton?

   -process

   - results

What kind of developmet could we measure through education?
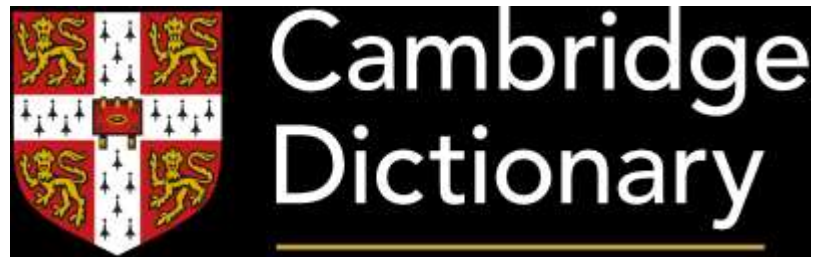
- **Development-noun-(GROWTH) - the <u>process</u> in which someone or something <u>grows</u> or <u>changes</u> and <u>becomes</u> more <u>advanced</u>**

Looking at the educational process

- **Development Based on Human Resources: Democratic Governance for the Higher Education Institutions**
- Key Area 1: Governance, leadership, management and public accountability
- Key Area 2 : Value-centered education
- Key Area 3: Access
- Key Area 4: Students' participation

Looking at the results

- Development needs competences
- Competences= human capital
- Human capital is the result of the social capital
- Social capital care leads to development

- **Human capital** is a term popularized by Gary Becker and Jacob Mincer that refers to the stock of knowledge, habits, social and personality attributes, including creativity, embodied in the ability to perform labor so as to produce economic value.

- Lyda Hanifan referred to social capital as "those tangible assets [that] count for most in the daily lives of people: namely goodwill, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit

Coleman masures the impact of the social capital on human capital

American Journal of Sociology

TABLE 1

DROPOUT RATES BETWEEN SPRING, GRADE 10, AND SPRING, GRADE 12, FOR STUDENTS
WHOSE FAMILIES DIFFER IN SOCIAL CAPITAL, CONTROLLING FOR HUMAN CAPITAL
AND FINANCIAL CAPITAL IN THE FAMILY[a]

	Percentage Dropping Out	Difference in Percentage Points
1. Parents' presence:		
Two parents	13.1	6.0
Single parent	19.1	
2. Additional children:		
One sibling	10.8	6.4
Four siblings	17.2	
3. Parents and children:		
Two parents, one sibling	10.1	12.5
One parent, four siblings	22.6	
4. Mother's expectation for child's education:		
Expectation of college	11.6	8.6
No expectation of college	20.2	
5. Three factors together:		
Two parents, one sibling, mother expects college	8.1	22.5
One parent, four siblings, no college expectation	30.6	

[a] Estimates taken from logistic regression reported more fully in App. table A1.

TABLE 2

DROPOUT RATES BETWEEN SPRING, GRADE 10, AND SPRING, GRADE 12,
FOR STUDENTS FROM SCHOOLS WITH DIFFERING AMOUNTS OF SOCIAL
CAPITAL IN THE SURROUNDING COMMUNITY

	Public	Catholic	Other Private Schools
1. Raw dropout rates	14.4	3.4	11.9
2. Dropout rates standardized to average public school sophomore[a]	14.4	5.2	11.6

	Non-Catholic Religious	Independent
3. Raw dropout rates for students[b] from independent and non-Catholic religious private schools	3.7	10.0

[a] The standardization is based on separate logistic regressions for these two sets of schools, using the same variables listed in n. 5. Coefficients and means for the standardization are in Hoffer (1986, tables 5 and 24).

[b] This tabulation is based on unweighted data, which is responsible for the fact that both rates are lower than the rate for other private schools in item 1 of the table, which is based on weighted data.

Conclusions

- Deveopment depends on education

 For measuring development through education

1. Define development

2. Look at the process

3. Look at the results

Thank you!