

## Activities – Module 1

### Education Inequalities and Social Cohesion

Follow the indications below, step by step, to estimate the presence of inequalities in first person. For the correct performance of this exercise you must add or subtract points according to your personal socio-educational experience. Once the indications have been ended, add up the points earned. Finally, check your result in terms of experienced 'social inequality'.

List of steps:

1. If you are a man: +1 point
2. If you are native: +2 points
3. If you were born abroad: -1 point
4. If your family has university studies: +2 points
5. If you do not speak any co-official language at home: -1 point
6. If you have attended education 0-3: +1 point
  - a. If you were also born abroad: +1 point more
  - b. If your parents also do not have university studies: +1 point more
7. If you attended a segregated school or with a mostly low social profile: -2 point
8. If you attended a heterogeneous school: +1 point
  - a. If your parents also do not have university studies: +1 point more
9. If you attended school trips (only those that include sleeping out): +1 point
10. If you did extracurricular activities: +1 point
  - a. If the extracurricular activities were sports: +0 points
  - b. If the extracurricular activities were to learn foreign languages: +1 point
  - c. If the extracurricular activities were music or art/theatre: +1 point
11. If you did cultural activities as a family: +1 point
12. If you did family trips: +1 point
13. If your parents helped you with your 'homework': +1 point
  - a. If your parents also do not have university studies: +1 point more
14. If your parents didn't help you with your 'homework': -1 point
15. If you spent more than 1 hour a day in front of the TV, computer or mobile: -1 point
16. If you did extracurricular summer activities: +1 point
  - a. If your parents also do not have university studies: +1 point more
17. If you did school reinforcement classes: +1 point
18. If you have been diagnosed with 'special educational needs': -3 points
  - a. If you were diagnosed during early childhood education and you were treated: +2 points
  - b. If you were diagnosed during early childhood education but you were NOT treated: +0 points
  - c. If you were diagnosed during primary education and you were treated: +1 point

- d. If you were diagnosed during primary education but you were NOT treated: +0 points

Now is the time to calculate your score...

Score: From negative to 5

You have experienced first-hand some of the main dimensions of socio-educational and cultural inequality during childhood.

Score: From 5 to 10

Your experience during childhood and early schooling highlights the combination of some of the main expressions of socio-educational inequality with some (limited) supportive cultural and educational practices.

Score: From 10 to 15

Your early school experience highlights the presence of mostly supportive educational and cultural practices. Although there are expressions of socio-educational inequality (such as the limited appearance of educational support practices or the use of cultural resources, among others), these are rather residual.

Score: From 15 to 21

Your childhood and early school experience highlight the presence of multiple indicators of cultural capital, the overwhelming dominance of supportive educational and cultural practices and the non-appearance of the majority expressions of the main dimensions of socio-educational inequality.

Once the activity is finished: do you think you are more aware of the subtle presence of situations of social, cultural and educational inequality?

Finally, try to replicate this dynamic with a group of people (students, technicians, other job mates, etc.). Observe and comment with them their reactions.

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Play with the interactive application: '[Inequality is real](http://inequality.is/real)' (<http://inequality.is/real>). Try to reflect on the different questions that arise throughout the experience.

1. What do you think of the income distribution presented in the first graph? Did you expect less, equal or more difference?
2. What are the main social dimensions or characteristics identified in the example that allow establishing 'personal differences' in relation to the social profile, in general, and the economic salary, specifically?
3. At the end of this interactive journey, it is concluded that inequality is a 'fixable' aspect. With this objective in mind, 8 central issues are proposed on which to prioritize political intervention if we want to improve equity and reduce the perverse effects of social stratification. Now, try to think about the following questions related to these 8 issues:
  - a. What do you consider priority/central from your specific field of intervention?
  - b. Think of an example, whether of an intervention that is being carried out or one that could be carried out, whose objective is to improve the reduction of social inequality based on any of the 8 areas mentioned.
4. Finally, the message articulated through this activity is that economic inequality is 'real, personal, expensive, created and fixable'. Make a reflection (maximum half a page) around this central idea that allows you to defend or criticize it in an argumentative way.