

## **Conference *Education, Justice, and the Human Good***

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The educational system is confronted with several demands of justice, such as the quest for educational equality. One may try to separate questions about justice from questions about the human good or the good life. However, especially with regard to education both seem to be inseparably linked.

Those who refer to educational equality demand that children face equal prospects for educational achievement regardless of their social background or (more radically) even regardless of their natural talents. However, despite the prospects for educational achievement one could instead try to arrange social institutions such as to maximize the prospects for a good life for those whose prospects are worst. Suppose it is possible to improve the conditions of society in a way that benefits the ones that are worst off by supporting the talented. Does this conflict with the demand for equality of opportunity? What does equality of opportunity imply in this context: equal prospects for educational achievement or equal prospects for a good life? Or should education just enable everyone to whatever capabilities are necessary to avoid entanglement in oppressive social relationships and develop capacities in order to function as an equal citizen? Which conception of the human good is presupposed in approaches to educational sufficiency?

Reflections on justice in education seem to imply questions about the good life, regardless of whether one takes over an egalitarian or non-egalitarian perspective. It might even turn out that some of the rifts between the different approaches to educational justice are connected with a different accentuation of aspects of the good life. For example, the objective of giving priority to equality of opportunity (with regard to educational achievement) could be driven by the assumption that the highest development of our individual talents is a condition for a flourishing life. This, however, at least on a perfectionist interpretation, is in no way uncontroversial and necessitates general considerations concerning subjective versus objective conceptions of the good life. The conference therefore also seeks to investigate the potential systematic import of appeals to the ancient connection between philosophy of education and theories of the human good.

The aim of this conference is to bring together philosophers from various perspectives to reveal the relevance of questions on the human good for questions of educational aims and educational justice. Issues to be addressed include: In what sense should justice, fairness and equality be realized in the educational system? What does the concept of equality of opportunity demand here? What does the reference to sufficiency (in contrast to equality) demand with regard to education? And what impacts do considerations about the human good have on the mentioned issues?

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